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ABSTRACT

This report is an evaluation of the American Values Program described in SO 000 042. It was hypothesized that pupils in the project schools would make greater gains in their knowledge of government processes and greater gains in democratic attitudes than "comparable pupils in the control schools." The 120 subjects were randomly selected from each of six groups: 4th and 5th graders from six schools participating for two years; and, 5th and 6th graders from six schools participating for one year and from six control schools, not participating. Subjects were pre- and post tested in the fall and spring of the 1967-68 school year with three tests: Citizenship Attitude Scale, Citizenship Knowledge Test, and Behavioural Situation Test. Tests of statistical significance were made of mean scores and percents of change. Gains and differences were most significant in knowledge of government processes. All data are reported and summarized in tables. Participating and non-participating teachers and administrators of the district office and schools were also surveyed. Responses were generally favorable toward continuation of the student government-social studies program in all schools. (DJB)

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Evaluation, Summary, and Conclusions of Exemplary Student Government-Social Studies Program, 1967-68

Davis County School District

August, 1968

SØ 000 170

Prepared by

WORLD-WIDE EDUCATION AND RESEARCH INSTITUTE
574 East 2nd South
Salt Lake City, Utah 84102

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EXEMPLARY STUDENT GOVERNMENT-SOCIAL STUDIES PROGRAM FOR THE ELEMENTARY SCHOOLS, DAVIS COUNTY SCHOOL DISTRICT

EVALUATION REPORT, 1967-68

I. INTRODUCTION

A. Background:

For several years the Davis County School District has been engaged in studies of "American Values" activities for elementary students in what has become known as An Exemplary Student Government-Social Studies Program for the Elementary School. The school year 1967-68 constituted the second year of operation of the program with assistance from the Elementary and Secondary Education Act of 1965, Title III funds. This evaluative report is of the results of different procedures which were applied during the school year.

B. Nature of the Program:

The basic purposes of the "American Values Program" have been to: (1) increase the pupils' knowledge of the workings of government on local, state, and national levels; and (2) develop positive, constructive attitudes toward the democratic way of life as provided in the Constitution.

The 1966-67 evaluation report stated:

> The general problem of this evaluation was to determine whether fifth- and sixth-grade pupils participating in a broad student government program would experience significant gains in knowledge, attitudes, and behavior relative to democratic values compared to pupils attending schools not emphasizing or sponsoring such a program.
>
> It was hypothesized that:
>
> 1. Pupils in the project schools would make greater gains in knowledge of our democratic form of government than comparable pupils in the control schools.
>
> 2. Pupils in the project schools would make greater gains in democratic attitudes than comparable pupils in the control schools.

C. Evaluative Procedures, 1967-68:

At the beginning of this school year, the World-Wide Education and Research Institute proposed to employ several evaluative techniques, each of which was designed to provide certain answers to specific problems or situations. Realizing that the evaluation report for 1966-67 contained descriptions of the results of three tests which were administered to the students in control and experimental situations, it was concluded that the basic instruments which could provide clues to student success or progress for the 1967-68 school year were the ones used initially. Therefore, the same instruments were used during 1967-68 as in 1966-67, but with different students. The three test instruments were a Citizenship Attitude Scale, Citizenship Knowledge Test, and a Behavioral Situation Test. (See attachments).

The students comprising the universe for this study were from different sample populations than for the 1966-67 study; consequently, direct comparisons cannot be made. However, one may choose to make comparisons independently. But if this is done, it should be kept in mind that the 1966-67 report does not identify the grade level of the students being reported for the various elements of the study.

Another integral component of the total evaluation procedures for 1967-68 was the assessment of perceptions and feelings of those responsible for the American Values Program of the district. An Evaluation Questionnaire was developed and administered to the central staff of the district as well as to teachers and school administrators from both project and control schools. The results of the findings of this aspect of the evaluation are reported as the concluding section of this report.

II. ASSESSMENTS OF STUDENT ATTITUDE, KNOWLEDGE, AND BEHAVIOR

A. Measures:

The 1966-67 evaluation provided for a testing of citizenship attitudes, knowledge, and behavior at the conclusion of the school year. Inasmuch as the evaluation of student progress during 1967-68 was a followup to the former one, it was decided to use the same evaluative instruments as had been used in the previous year. As will be detailed later in this report, however, the sample of students to whom the instruments were administered was not the same from one year to the other.

The Citizenship Attitude Scale, which had previously been subjected to a pilot administration and item-analysis as well as used formerly, contained sixty items. The scale measured pupil attitudes by requiring that the response was either in agreement or disagreement with specific conditions. The conditions related to and provided an assessment of attitudes toward: a, citizenship in the school situation; b, responsibilities of citizenship; c, the rights of others; d, democratic freedoms; and e, rights and responsibilities of citizenship in general.

The Citizenship Knowledge Test, which like the other two measures had been used previously, was of the multiple-choice kind. Forty questions were posed and the students had to select the one best answer from among the four which were provided. In some instances all four answers could be "correct" but one was better than the others because it most nearly fit the conditions set forth in the question. Here too the test was made up of five kinds of questions. They related to: a, national government; b, state government; c, local government; d, the Constitution; and e, elections.

The Behavioral Situation Test consisted of sixteen situations which students might encounter every day either at school or at home. As in the knowledge test, students were expected to reflect appropriate or acceptable behavior by selecting one of five "best actions: which could be taken as he was confronted with the structured situation." Thus, it was possible to assess whether his selection of probable action was representative of desired behavior. (See Appendix A for copies of the respective test instruments).

Whereas the 1966-67 administration of the instruments took place during the spring of the year, the 1967-68 evaluation procedures called for the administration of the instruments in the fall and the spring in pre- and post-test situations. As in the former year, however, "experimental" and control schools were identified. The decision to use pre- and post-test procedures presented a slight problem, i.e., the availability of useful comparable instruments of evaluation. Because of the extent to which the latest revisions of the instruments had been made, and, further, because of the variations in programs in the respective schools, both in the project and those not, it was decided to use the same instruments in the post-test as in the pre-test for approximately eighty per cent of the sample, but to rearrange the content within each instrument for the remainder of the students. Prior to making the decision, the item-analysis of the previous year was reviewed. It was felt that the quality of the items in the final versions of the instruments precluded further revisions at this time. This decision appears to have been valid because of the relationships between the 1966-67 and 1967-68 results. The original instruments used in the post-test were identified as Form A while the instruments containing the rearranged contents were identified as Form B. The results of the use of these two forms is described later in this report.

B. The Sample:

Three basic groups of Davis County School District elementary school children constituted the sample for this evaluation. Besides the control group, those children who were attending schools in which the "traditional" social studies program was being taught, two groups of "project" students or schools were identified. The first was the group of schools in which students in the intermediate grades were beginning their second year in the American Values Program. These schools were identified as "Two-Year Project" schools. The other project schools, in which students were receiving their first formal exposure to the American Values Program, were identified as "One-Year Project" schools.

In all three categories of schools, the students who constituted the sample for the evaluation were selected on a random basis under a table of random-numbers method of selection. Initially 120 students were selected in each of six groups. However, owing to the mobility of the population of the district, the fact that some children were absent from school during the administration of either the pre- or the post-test, incorrectly identifying or marking answer sheets, or some other reason perhaps, the total number of usable test results was from a total of 546 children. The identification of the sample comprising this evaluation is found in Table 1. At no other place in this report will individual schools be identified, for, as stated above, the sample was randomly selected so that this evaluation represents the effect of the American Values Program in the district rather than in any particular school. It will be noted, however, that throughout the remainder of this portion of the report, the results of the use of the instruments as derived from both girls and boys are reported as well as the results of thecombinations of the girls and boys. This was done in an attempt to get at the possible difference that the American Values Program may have on girls and boys.

Table 1. Sample Used in Evaluation of American Values Program in Davis County School District, 1967-68

School	Girls	Boys	Total	Girls	Boys	Total
	(Fourth Grade)			(Sixth Grade)		
A. Project, Original - Two Years						
1. Bountiful	9	10	19	5	8	13
2. Doxey	10	11	21	2	2	4
3. Holbrook	10	7	17	6	4	10
4. Stoker	5	7	12	4	-	4
5. Sunset	13	7	20	3	5	8
6. Taylor	6	4	10	4	4	8
Total	53	46	99	24	23	47
B. Project, New - One Year	(Fifth Grade)			(Sixth Grade)		
1. Boulton	8	4	12	8	12	20
2. Burton	13	20	33	5	6	11
3. Crestview	11	11	22	8	11	19
4. Pioneer	4	2	6	2	3	5
5. Tolman	10	2	12	7	15	22
6. Vae View	11	11	22	9	12	21
Total	57	50	107	39	59	98
C. Control	(Fifth Grade)			(Sixth Grade)		
1. Fremont	6	7	13	5	5	10
2. Lincoln	5	5	10	11	12	23
3. Meadowbrook	3	6	9	10	7	17
4. Wasatch	8	10	18	11	8	19
5. Whitesides	6	7	13	4	6	10
6. Washington	14	17	31	6	16	22
Total	42	52	94	47	54	101

TOTAL Students in overall evaluation - 546

Note: In addition, nine students from Group A, eighteen from B, and eighteen from C began the evaluation in the fall of 1967 but were excluded because no post-test results were obtained from them, owing to absence or having moved from the school area.

C. Findings:

The findings from the use of the three instruments with the six groups of students in the evaluation are described in three different ways, first, with respect to the change and per cent of change in scores from the pre-test to the post-test; second, with respect to the significance of the relationships between the respective project and control groups; and third, with respect to the significance of pre- and post-test scores within each of the respective groups.

From a review of the 1966-67 evaluation report, it can be seen that significance of the relationships between project and control schools was reported for the respective sub-sections of each attitude and knowledge test. These comparisons have been eliminated from this report because a preliminary view of the sub-section data indicated that 1966-67 and 1967-68 results were very similar. The raw data remain available for additional study if desired.

1. Change and per cent of change: Tables two to seven contain the mean test scores for the pre- and post-tests for each of the six groups of students in the evaluation. Moreover, the number of students whose scores contributed to the respective means is listed. The amount of change whether increase or gain, as indicated by a plus sign, or loss or regression, as indicated by a minus sign, and the per cent of change are also included. Because of the lack of a clearcut pattern of relationships between the results of Form A and Form B on the post-test, the combination of the scores has been used in the discussion of the post-test results in order to present the findings more succinctly.

A more concise view of the changes in the mean scores of the respective groups can be obtained from Table 8. The magnitude in the form of the per cent of change and the direction are both presented.

Table 2. Comparison of Pre- and Post-Test Mean Scores in Davis School District, American Values Evaluation: Two-Year Project Schools, Fourth Grade

	Number*			Pre-Test	Post-Test (A)	Change		Post-Test (B)	Change		Post-Test (A & B Combined)	Change	
	Pre-	Post-(A)	Post-(B)			Amt.	%		Amt.	%		Amt.	%
Attitude: (60 possible)													
Girls	53	45	8	40.0	42.6	+2.6	+ 6.5	43.6	+3.6	+ 9.0	42.8	+2.8	+ 7.0
Boys	46	39	7	38.6	39.0	+0.4	+ 1.0	37.1	-1.5	- 3.9	38.7	+0.1	+ 0.3
Girls and Boys (Comb.)	99	84	15	39.3	40.9	+1.6	+ 4.1	40.6	+1.3	+ 3.3	40.9	+1.6	+ 4.1
Knowledge: (40 possible)													
Girls	53	45	8	12.6	16.1	-3.5	+27.8	14.9	+2.3	+18.3	15.9	+3.3	+26.2
Boys	46	38	7	12.9	13.9	+1.0	+ 7.8	18.0	+5.1	+39.5	14.5	+1.6	+12.4
Girls and Boys (Comb.)	99	83	15	12.9	15.1	+2.4	+18.9	16.3	+3.6	+28.3	15.3	+2.6	+20.5
Situation: (16 possible)													
Girls	53	45	8	10.7	11.2	+0.5	+ 4.7	10.3	-0.4	- 3.7	11.1	+0.4	+ 3.7
Boys	46	39	7	10.1	10.4	+0.3	+ 3.0	9.4	-0.7	- 6.9	10.2	+0.1	+ 1.0
Girls and Boys (Comb.)	99	84	15	10.4	10.8	+0.4	+ 3.8	9.9	-0.5	- 4.8	10.7	+0.3	+ 2.9

*Number of students participating

Table 3. Comparison of Pre- and Post-Test Mean Scores in Davis School District, American Values Evaluation: Two-Year Project Schools, Sixth Grade

	Number			Pre-Test	Post-Test (A)	Change		Post-Test (B)	Change		Post-Test (A & B Combined)	Change	
	Pre-	Post- (A)	Post- (B)			Amt.	%		Amt.	%		Amt.	%
Attitude: 60 possible)													
Girls	24	20	4	49.8	49.6	-0.2	- 0.4	50.3	+0.5	+ 1.0	49.7	-0.1	- 0.2
Boys	23	18	7	49.4	51.8	+2.4	+ 4.1	49.4	--	--	51.3	+1.9	+ 3.8
Girls and Boys (Combined)	47	38	11	49.6	50.7	+1.1	+ 2.2	49.8	+0.2	+ 0.4	50.5	+0.9	+ 1.8
Knowledge: (40 possible)													
Girls	24	20	4	25.1	20.9	-4.2	-16.7	20.3	-4.8	-19.1	20.8	-4.3	-17.1
Boys	23	18	7	27.5	27.3	-0.2	- 7.2	21.0	-6.5	-23.6	25.9	-1.6	- 5.8
Girls and Boys (Combined)	47	38	11	26.3	23.9	-2.4	- 9.1	20.7	-5.6	-21.3	23.3	-3.0	-11.4
Situation: (16 possible)													
Girls	24	20	4	13.3	13.6	+0.3	+ 2.3	12.8	-0.5	- 3.8	13.5	+0.2	+ 1.5
Boys	23	18	7	13.2	13.4	+0.2	+ 1.5	10.0	-3.2	-24.2	12.7	-0.5	-3.8
Girls and Boys (Combined)	47	38	11	13.2	13.5	+0.3	+ 2.3	11.2	-2.0	-15.2	13.1	-0.1	-0.8

Table 4. Comparison of Pre- and Post-Test Mean Scores in Davis School District, American Values Evaluation: One-Year Project Schools, Fifth Grade

	Number			Pre-Test	Post-Test (A)	Change		Post-Test (B)	Change		Post-Test (A & B Combined)	Change	
	Pre-	Post- (A)	Post (B)			Amt.	%		Amt.	%		Amt.	%
Attitude (60 possible)													
Girls	57	52	6	43.9	46.1	+2.2	+ 5.0	43.8	+0.1	+ 0.2	45.9	+2.0	+ 4.6
Boys	50	40	9	42.7	44.0	+1.3	+ 3.0	45.7	+3.0	+ 7.0	44.3	+1.6	+ 3.7
Girls and Boys (Combined)	107	92	15	43.3	45.2	+1.9	+ 4.4	44.9	+1.6	+ 3.7	45.2	+1.9	+ 4.4
Knowledge (40 possible)													
Girls	58	50	6	16.0	18.9	+2.9	+18.1	15.7	-0.3	-1.9	18.6	+2.6	+16.3
Boys	50	39	9	14.2	18.6	+4.4	+31.0	18.9	+4.7	-33.1	18.6	+4.4	+31.0
Girls and Boys (Combined)	108	89	15	15.2	18.8	+3.6	+23.7	17.6	+2.4	+15.8	18.6	+3.4	+22.4
Situation (16 possible)													
Girls	58	49	6	12.2	12.7	+0.5	+ 4.1	11.5	-0.7	-5.7	12.6	+0.4	+ 3.3
Boys	50	40	9	10.6	11.7	+1.1	+10.4	12.4	+1.8	+17.0	11.8	+1.2	+11.3
Girls and Boys (Combined)	108	89	15	11.5	12.2	+0.7	+ 6.1	12.1	+0.6	+ 5.2	12.2	+0.7	+ 6.1

Table 5. Comparison of Pre- and Post-Test Mean Scores in Davis School District, American Values Evaluation: One-Year Project Schools, Sixth Grade

	Number			Pre-Test	Post-Test (A)	Change		Post-Test (B)	Change		Post-Test (A & B Combined)	Change	
	Pre-	Post-(A)	Post-(B)			Amt.	%		Amt.	%		Amt.	%
Attitude (60 possible)													
Girls	39	30	9	46.3	48.3	+2.0	+4.3	49.1	+2.8	+6.0	48.5	+2.2	+4.8
Boys	59	53	6	42.9	43.8	+0.9	+2.1	38.5	-4.4	-10.3	43.2	+0.3	+0.7
Girls and Boys (Combined)	98	83	15	44.3	45.4	+1.1	+2.5	44.7	+0.4	+0.9	45.3	+1.0	+2.3
Knowledge (40 possible)													
Girls	39	30	9	17.8	20.7	+2.9	+16.3	21.8	+4.0	+22.5	21.0	+3.2	+18.0
Boys	59	53	6	18.3	20.8	+2.5	+13.7	18.2	-0.1	-0.5	20.6	+2.3	+12.6
Girls and Boys (Combined)	98	83	15	18.1	20.8	+2.7	+14.9	20.3	+2.2	+12.2	20.7	+2.6	+14.4
Situation (16 possible)													
Girls	39	30	9	12.6	13.3	+0.7	+5.6	11.4	-1.2	-9.5	12.8	+0.2	+1.6
Boys	58	53	6	10.8	10.6	-0.2	-1.9	8.0	-2.8	-25.9	10.3	-0.5	-4.6
Girls and Boys (Combined)	97	83	15	11.5	11.6	+0.1	+0.9	10.1	-1.4	-12.2	11.3	-0.2	-1.7

Table 6. Comparison of Pre- and Post-Test Mean Scores in Davis School District, American Values Evaluation: Control Schools, Fifth Grade

	Number			Pre-Test	Post-Test (A)	Change		Post-Test (B)	Change		Post-Test (A & B Combined)	Change	
	Pre-	Post-(A)	Post-(B)			Amt.	%		Amt.	%		Amt.	%
Attitude (60 possible)													
Girls	42	35	5	42.4	44.2	+1.8	+4.2	48.4	+6.0	+14.2	44.7	+2.3	+5.4
Boys	52	44	7	39.5	43.3	+3.8	+9.6	38.7	-0.8	-2.0	42.7	+3.2	+8.1
Girls and Boys (Combined)	94	79	12	40.8	43.7	+2.9	+7.1	42.8	+2.0	+4.9	43.6	+2.8	+6.7
Knowledge (40 possible)													
Girls	42	37	5	14.0	16.2	+2.2	+15.7	18.8	+4.8	+34.3	16.5	+2.5	+17.9
Boys	52	42	6	14.6	16.3	+1.7	+11.6	18.5	+3.9	+26.7	16.6	+2.0	+13.7
Girls and Boys (Combined)	94	79	11	14.4	16.2	+1.8	+12.5	18.6	+4.2	+29.2	16.5	+2.1	+14.6
Situation (16 possible)													
Girls	42	37	5	11.6	11.9	+0.3	+2.6	12.4	+0.8	+6.9	12.0	+0.4	+3.4
Boys	52	43	7	9.6	10.9	+1.3	+13.5	8.4	-1.2	-12.5	10.5	+0.9	+9.4
Girls and Boys (Combined)	94	80	12	10.5	11.4	+0.9	+8.6	10.1	-0.4	-3.8	11.2	+0.7	+6.7

Table 7. Comparison of Pre- and Post-Test Mean Scores in Davis School District, American Values Evaluation: Control Schools, Sixth Grade

	Number			Pre-Test	Post-Test (A)	Change		Post-Test (B)	Change		Post-Test (A & B Combined)	Change	
	Pre-	Post- (A)	Post- (B)			Amt.	%		Amt.	%		Amt.	%
Attitude (60 possible)													
Girls	47	37	7	45.6	48.9	+3.3	+7.2	46.7	+1.1	+2.4	48.6	+3.0	+6.6
Boys	54	45	8	45.7	44.4	-1.3	-2.8	48.5	+2.8	+6.1	45.0	-0.7	-1.5
Girls and Boys (Combined)	101	82	15	45.6	46.5	+0.9	+2.0	47.7	+2.1	+4.6	46.6	+1.0	+2.2
Knowledge (40 possible)													
Girls	47	40	7	16.5	17.6	+1.1	+6.7	14.9	-1.6	-9.7	17.1	+0.6	+3.6
Boys	54	46	7	17.0	16.8	-0.2	-1.2	19.6	+2.6	+15.3	17.2	+0.2	+1.2
Girls and Boys (Combined)	101	86	14	16.8	17.2	+0.4	+2.4	17.2	+0.4	+2.4	17.2	+0.4	+2.4
Situation (16 possible)													
Girls	47	40	6	12.4	12.9	+0.5	+4.0	11.3	-1.1	-8.9	12.7	+0.3	+2.4
Boys	54	46	8	10.9	11.0	+0.1	+0.9	11.9	+1.0	+9.2	11.2	+0.3	+2.8
Girls and Boys (Combined)	101	86	14	11.6	11.9	+0.3	+2.6	11.6	--	--	11.9	+0.3	+2.6

Table 8. Summary of Percents of Change from Pre-Test to Post-Test in Davis School District American Values Evaluation, 1967-68*

	Two-Year Project Schools		One-Year Project Schools		Control School	
	4th	6th	5th	6th	5th	6th
Attitude:						
Girls	+ 7.0%	- 0.2%	+ 4.6%	+ 4.8%	+ 5.4%	+ 6.6%
Boys	+ 0.3	+ 3.8	+ 3.7	+ 0.7	+ 8.1	- 1.5
Combined	+ 4.1	+ 1.8	+ 4.4	+ 2.3	+ 6.7	+ 2.2
Knowledge:						
Girls	+26.2	-17.1	+16.3	+18.0	+17.9	+ 3.6
Boys	+12.4	- 5.8	+31.0	+12.6	+13.7	+ 1.2
Combined	+20.5	-11.4	+22.4	+14.4	+14.6	+ 2.4
Situation:						
Girls	+ 3.7	+ 1.5	+ 3.3	+ 1.6	+ 3.4	+ 2.4
Boys	+ 1.0	- 3.8	+11.3	- 4.6	+ 9.4	+ 2.8
Combined	+ 2.9	- 0.8	+ 6.1	- 1.7	+ 6.7	+ 2.6

*Note: These percents of change appear as the last column of each of the six preceding tables and are based on the change between the mean scores of the pre-test to the post-test, Forms A and B combined.

From Table 8 it can be seen that in most of the groups the greatest magnitude of change took place with respect to the knowledge test results. Even so, the direction of the change was not the same for all groups. The two-year project students showed a loss whereas all the other groups showed gains. Also, the younger students, as indicated by grade level, in each of the three groups of schools showed greater gains in the evaluation than their older counterparts.

With respect to the attitude scale, all groups except sixth-grade two-year project girls and sixth-grade control boys showed gains in favorable attitudes. Again the younger students seemed to increase in favorable attitudes more than the older ones. Except in two instances, sixth-grade two-year project, and fifth-grade control, the change in the mean scores on the attitude scale favored the girls over the boys, while in only one instance, fifth-grade one-year project, on the knowledge test did the girls fail to show gains more than the boys. A smaller regression, however, was noted for sixth-grade two-year project boys than girls on the knowledge test.

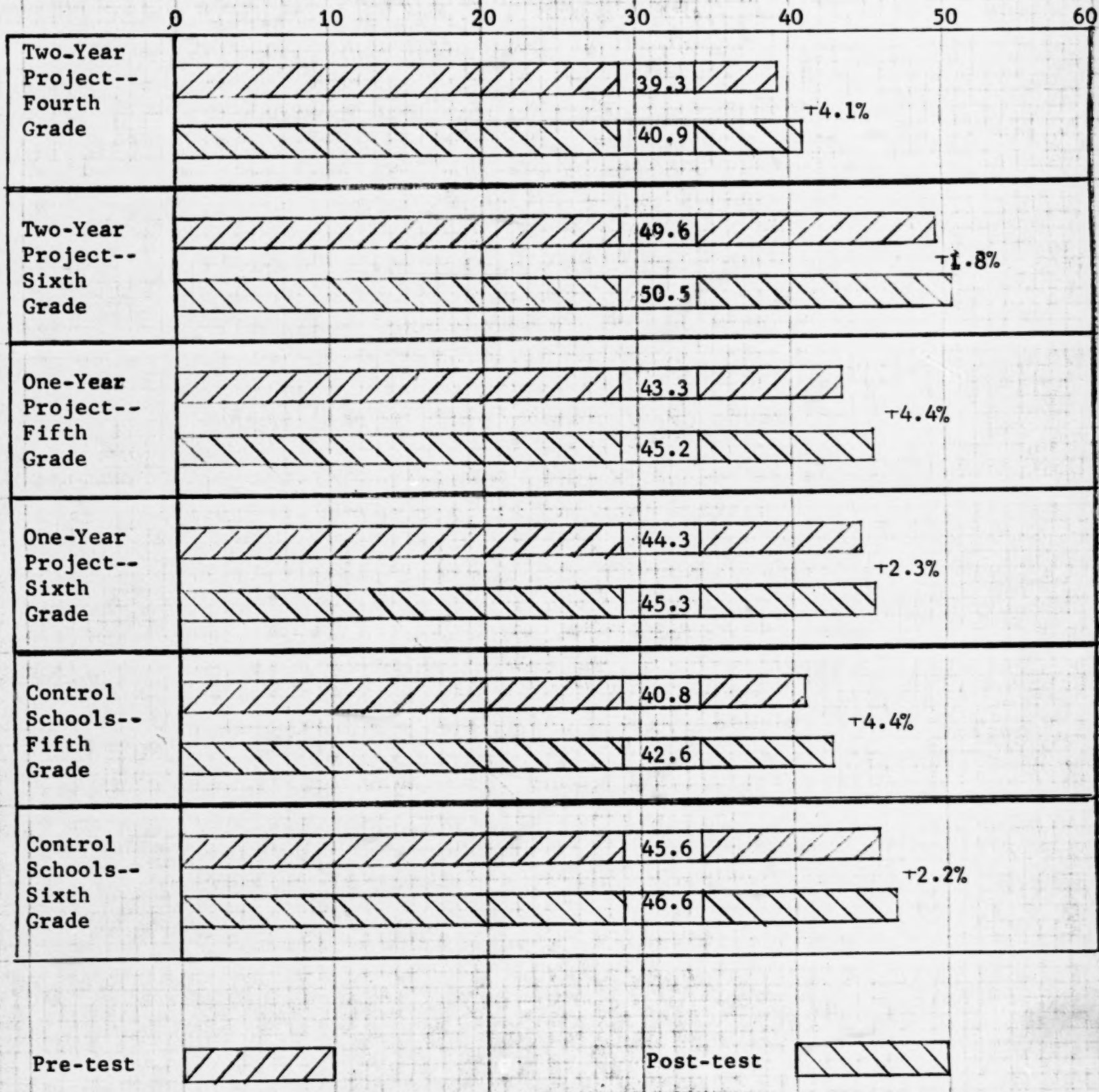
Turning to the results of the behavioral-situation test it can readily be seen that the fifth-grade control group recorded the greatest increase in mean scores, but only slightly more than the fifth-grade one-year project students. (It is both too soon and imprudent to be jumping to conclusions, but, in passing, people of a certain frame of mind might at this point wonder whether it might be true that the more we learn about the freedoms of democracy, the less likely we are to discipline ourselves to its needs). Regressions or losses, even though slight, were indicated for both sixth-grade project groups, girls and boys combined, while the sixth-grade control combined group registered a slight increase in the mean scores on the situation test.

Figures one, two, and three, found on the next three pages, are presented in order to show, in a relative manner, the relationships which exist between the raw mean scores and the amount and per cent of change. As might be expected, the two-year project students recorded higher mean scores than did the other groups on all three tests in both the pre- and post-test. Also, and again as might be anticipated, the fourth-grade students, beginning in the more formal aspects of the American Values Program upon entry into the fourth grade, even though the program had been in the school previously, did record the lowest mean scores in all the tests. However, it can readily be seen that the differences between the mean scores for these students and their older fellow students is not great in any instance, and, further, the per cent of change, increase in each instance, exceeds that of the older ones in several instances. This might lead to an initial assumption that involvement in such a program as the American Values Program can produce positive results if initiated as early as the fourth grade. However, additional data ought to be obtained before one puts too much credence in such an assumption.

2. Between-groups comparisons: As useful as the above discussion of change in mean scores may be, a more complete and perhaps more valid understanding of the values to be derived from the American Values Program is obtainable through a view of the significance of the relationships between the project and the control groups' test results.

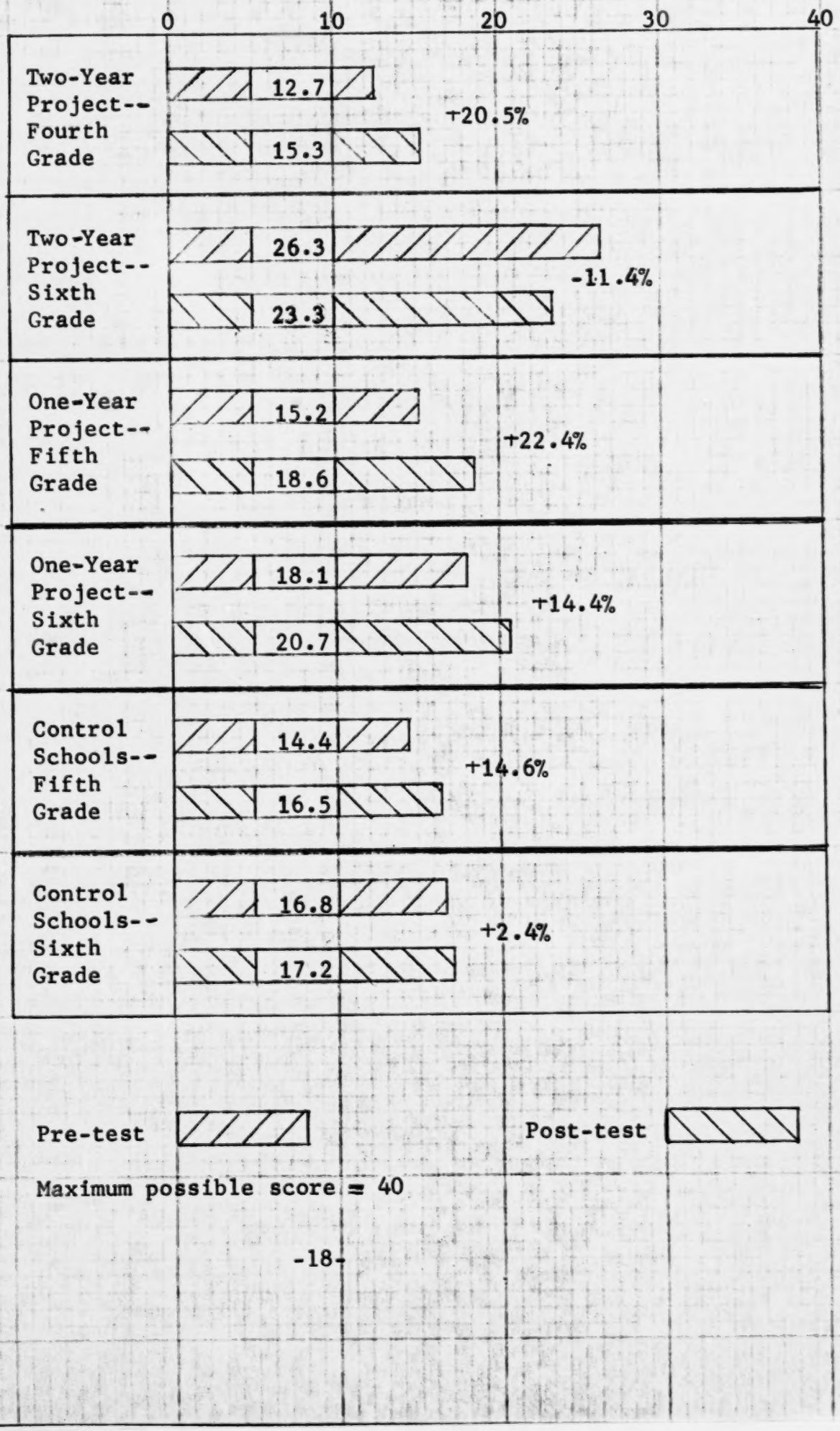
In order to determine whether the differences between the mean scores of the respective groups were significant, a T-Test, using the formula for independent samples, was run for each comparison. (No control group to which the two-year project fourth-grade could be compared existed. Hence, no reference

Figure 1. Pre- and Post-test Scores on Attitude Portion of Davis School District American Values Evaluation, 1967-68.



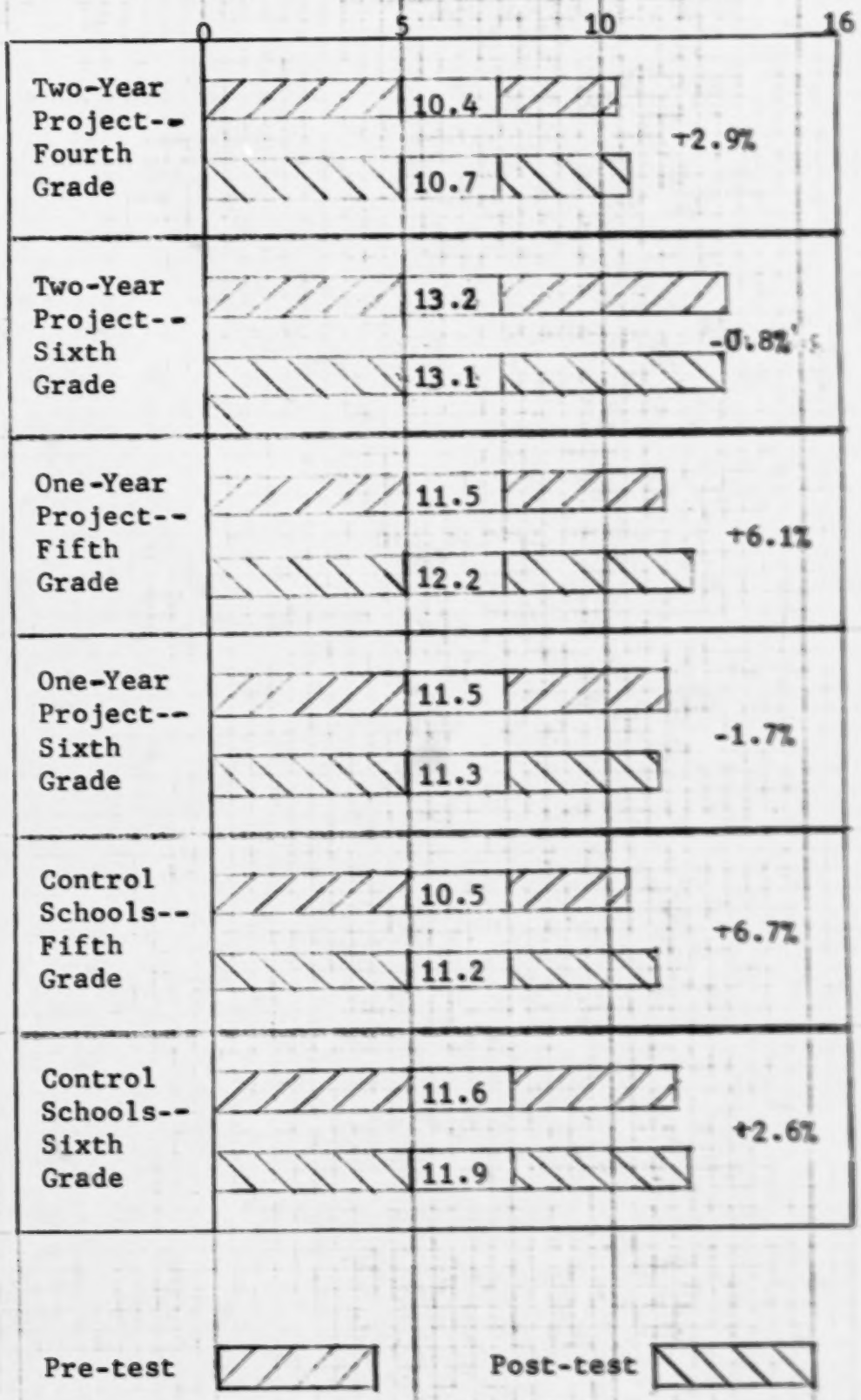
Maximum possible score=60

Figure 2. Pre-and Post-test Scores on Knowledge Portion of Davis School District American Values Evaluation, 1967-68.



Maximum possible score = 40

Figure 3. Pre- and Post-test Scores on Situation Portion of Davis School District American Values Evaluation, 1967-68.



ismade to that group in any of the next two tables.) The means, standard deviations, T-ratios, and levels of significance for between-group comparisons of pre-test results are contained in Table 9 while the same data for the post-test results are contained in Table 10.

It should be noted that the .05 level of significance has been chosen throughout this and the following discussions of the relationships between mean scores of the respective groups of students in the evaluation.

The data in Table 9 tend to indicate the interrelationships between the groups at or near the outset of the year's program of activities being evaluated. With respect to the fifth-grade students in the evaluation, only in the area of attitudes was there a significant difference between the one-year project and the control combined groups. Internally, however, there did not appear to be a significant difference between the project and the control girls, but the magnitude of the level of significance of the difference between the boys offset that of the girls so that the combined groups resulted in a registration of significance. The opposite situation prevailed with respect to the significance of the differences in the mean scores for the knowledge test. The difference between the two groups of girls, even though significant, was insufficient to offset the lack of significance regarding the boys.

One further look at the data regarding the significance of the difference in the mean scores for fifth-grade students indicates that whatever the difference might be, even though not statistically significant, it tends to lean in favor of the students attending schools wherein the American Values Program had been started. This might have resulted from the initial impact of the program during the few weeks of the fall prior to the actual administration of the pre-test.

Table 9. Results of Davis School District American Values Evaluation Showing Means and Standard Deviations, and T-Ratios and Levels of Significance of Difference Between Groups on Pre-test, 1967-68

	Two-Year Project		One-Year Project		Control Schools		Two: One		Two: Control		One: Control	
	Mean	SD	Mean	SD	Mean	SD	T	Sig.	T.	Sig.	T	Sig.
Fifth Grade												
Attitude												
Girls	43.9	7.20	42.4	5.33							-1.19	Not
Boys	42.7	6.72	39.5	9.20							-2.01	.05
Combined	43.3	7.25	40.8	7.83							-2.34	.05
Knowledge												
Girls	16.0	5.74	14.0	4.47							-1.96	.05
Boys	14.2	4.87	14.6	5.24							- .40	Not
Combined	15.2	5.34	14.4	4.71							-1.10	Not
Situation												
Girls	12.2	2.21	11.6	2.07							- .44	Not
Boys	10.6	2.53	9.6	3.33							- .55	Not
Combined	11.5	2.28	10.5	2.98							- .83	Not
Sixth Grade												
Attitude												
Girls	49.8	6.28	46.3	6.0	45.6	8.97	-2.19	.05	- 2.33	.05	- .43	Not
Boys	49.4	4.98	42.9	9.09	45.7	5.33	-4.08	.05	- 2.98	.05	+1.94	Not
Combined	49.6	5.72	44.3	7.91	45.6	7.58	-4.62	.05	- 3.58	.05	+1.18	Not
Knowledge												
Girls	25.1	6.36	17.8	5.09	16.5	4.52	-4.80	.05	- 5.82	.05	-1.25	Not
Boys	27.5	5.48	18.3	6.02	17.0	3.41	-5.88	.05	- 8.67	.05	-1.41	Not
Combined	26.3	5.95	18.1	7.92	16.8	3.83	-5.25	.05	-10.10	.05	-1.46	Not
Situation												
Girls	13.3	1.95	12.6	1.97	12.4	2.28	-2.00	.05	- 1.73	Not	- .44	Not
Boys	13.2	1.61	10.8	2.81	10.9	2.05	-4.80	.05	- 5.35	.05	- .21	Not
Combined	13.2	2.14	11.5	2.76	11.6	2.26	-4.06	.05	- 4.13	.05	- .28	Not

Table 10. Results of Davis School District American Values Evaluation Showing Means and Standard Deviations, and T-Ratios and Levels of Significance of Difference Between Groups on Post-test, 1967-68

	Two-Year Project		One-Year Project		Control Schools		Two: One		Two: Control		One: Control	
	Mean	SD	Mean	SD	Mean	SD	T	Sig.	T	Sig.	T	Sig.
Fifth Grade												
Attitude												
Girls			45.9	7.52	44.7	8.03					- .74	Not
Boys			44.3	8.23	42.7	7.70					-1.29	Not
Combined			45.2	7.71	43.6	7.79					-1.42	Not
Knowledge												
Girls			18.6	5.55	16.5	5.75					-1.83	Not
Boys			18.6	6.57	16.6	4.23					-1.79	Not
Combined			18.6	6.27	16.5	5.18					-2.56	.05
Situation												
Girls			12.6	1.95	12.0	2.72					-1.20	Not
Boys			11.8	2.90	10.5	3.65					-1.94	Not
Combined			12.2	2.59	11.2	3.30					-2.38	.05
Sixth Grade												
Attitude												
Girls	49.7	8.83	48.5	5.09	48.6	5.15	-0.61	Not	- .56	Not	+ .09	Not
Boys	51.3	5.22	43.2	10.66	45.0	7.22	-4.63	.05	-4.46	.05	+1.05	Not
Combined	50.5	7.22	45.3	9.28	46.6	9.38	-3.72	.05	-2.78	.05	+ .73	Not
Knowledge												
Girls	20.8	8.15	21.0	4.48	17.1	5.39	+ .11	Not	-2.02	.05	-3.42	.05
Boys	25.9	9.13	20.6	5.69	17.2	6.53	-2.69	.05	-4.28	.05	-2.49	.05
Combined	23.3	9.0	20.7	5.48	17.2	5.89	-1.86	Not	-4.33	.05	-4.32	.05
Situation												
Girls	13.5	2.0	12.8	2.59	12.7	1.90	-1.23	Not	-1.6	Not	-2.00	.05
Boys	12.7	2.95	10.3	3.69	11.2	2.65	-3.16	.05	-2.18	.05	+1.50	Not
Combined	13.1	2.59	11.3	3.49	11.9	2.41	-3.53	.05	-2.59	.05	+1.36	Not

Turning to the relationships between the sixth-grade groups of students, a more clearcut picture is found. Except for the one sub-division of girls in the two-year project schools compared to girls in the control schools, the comparisons between two-year and one-year project schools and two-year and control schools yielded T-ratios which were significant in all three areas, attitudes, knowledge, and situations. The comparison of one-year project schools to the control schools, on the other hand, and as might be expected, did not yield any T-ratios which were large enough to be significant. One rather safe conclusion which appears is that <u>at the time of the pre-test</u> the students just embarking on the American Values Program and those who were not in it during this past year were at about the same level of understanding, whereas those students who had been in the program for one year (the two-year project students) had acquired a level of understanding significantly greater than those not in the program. This also tends to support the claim of randomality of selection of the students who comprised the overall sample in the evaluation process.

Table 10 contains data intended to portray the circumstances resulting from this latest one additional year's involvement in the American Values Program. This portrayal results from the post-test which was administered in the spring of the year.

Considering the results as they pertain to the attitude portion of the evaluation, no significant differences were registered between either fifth- or sixth-grade students in one-year project schools when compared to the control schools. The T-ratios were too small to reveal significant differences, but the signs of the ratios tended to favor the project schools in the fifth grade while favoring the control schools for sixth-grade students. A somewhat different

picture is found in the relationships between the change in attitudes as revealed by the post-test when the two-year project schools are compared with both the one-year project schools and the control schools. In each instance the T-ratio for the girls was not large enough to suggest significance, but for the boys it was. In fact, the magnitude of the ratios was sufficiently large to result in T-ratios for girls and boys combined to be signficant in each case. One might wish to explain this situation by suggesting that circumstances or conditions treated in the attitude scale are more important to boys than to girls by the time they have reached the sixth grade. Or, perhaps this is a reflection of the reality that more men than women are actively engaged in government and the law in adult life, and these youth are looking at this aspect of their future.

Noting that the T-ratios for the comparison of attitude change for one-year project students to control students were not large enough to be significant, one might conclude that one year of exposure to the kind of learning situations found in the American Values Program is not sufficient to bring about significant change in attitudes of youth.

The results of the knowledge test are somewhat different. At the fifth-grade level, comparing one-year project students with control students, neither the girls' nor the boys' T-ratios were enough to be significant. However, when combined, the results were significant in favor of the project schools. This is accountable to the characteristics of the statistical test used to measure significance rather than to any differences in the groups of students. But, because the T-ratio for the combined groups was significant, one might conclude that the American Values Program does have a positive impact on knowledge gain of students at the fifth-grade level.

The sixth-grade knowledge test comparisons are still different. When comparing both two-year and one-year project students with control students the T-ratios are sufficiently large in each instance to produce significance favoring the project schools. Not so when two-year students are compared to one-year students. The comparison between the girls was not significant even though the sign of the T-ratio was favoring the one-year students while the T-ratio for the boys was large enough to be significant and favored the project group. The combination of boys and girls produced still a different T-ratio, one that was insufficiently large to be significant but the sign of which favored the project group.

The scores of the fifth-grade one-year project students compared with those of the control students regarding the behavioral situations results in a T-ratio large enough to be significant to favor the project schools. However, here again the breakdown to girls and boys did not result in ratios large enough to be significant.

In regard to the sixth-grade comparisons of the results of the behavioral situation test the T-ratios obtained indicated significance beyond the .05 level for the two-year project students, girls and boys combined, compared to both the one-year project students and the control students but not for the one-year project students compared to the control students. The sign of the ratios favored the project schools in the first two cases but favored the control students in the latter. Somewhat ironically, perhaps, the differences as indicated by T-ratios for the girls were not significant for these same first two comparisons but were significant for the comparison of one-year project girls to control girls. This apparent reversal of circumstances appears, at least initially, to be unexplainable.

Here again one conclusion which might be appropriate is that one year of exposure to the American Values Program is not sufficient to identify solid changes in attitudes, especially as shown by the use of a behavioral situation-test instrument.

3. Within-groups relationships: The third kind of analysis applied to the results of the testing portions of the 1967-68 evaluation of the Davis School District's American Values Program had to do with tests of significance between the pre- and post-test mean scores for the same group of students. In other words, one might ask, just what gains or losses in understanding did respective groups of students make during the school year as a result of being in the program? Or perhaps as a result of not being in the program?

Table 11 contains the results of this within-groups pre- post-test analysis. The T-ratios reported were derived with a formula for comparing correlated group data. The difference between the raw pre- and post-test scores for each child was first obtained. Then the difference between the mean of the differences and each child's gain, or loss, was calculated. Both of these determinations had to be made in order to calculate the final T-ratio even though the tabulations of these steps in the process have not been written anywhere into this report. Instead, the respective T-ratios and the levels of significance only are presented in Table 11.

In connection with the attitude scale, five out of six groups of girls and boys combined had significantly higher post-test mean scores than pre-test mean scores. Looking at the breakdown for girls and boys, one finds that the same situation prevails for the girls but not for the boys. Significant increases from pre- to post-test were noted for the sixth-grade two-year project boys and both of

Table 11. Results of Davis School District American Values Evaluation Showing T-score and Level of Significance for Pre-test, Post-Test Relationships Within Each Group

	Two-Year Project				One-Year Project				Control Schools			
	Fourth Grade		Sixth Grade		Fifth Grade		Sixth Grade		Fifth Grade		Sixth Grade	
	T	Sig.	T	Sig.	T	Sig.	T	Sig.	T	Sig.	T	Sig.
Attitude												
Girls	3.38	.05	0.0	Not	3.22	.05	3.64	.05	3.87	.05	4.65	.05
Boys	.44	Not	2.12	.05	1.96	.05	1.18	Not	4.16	.05	-1.00	Not
Combined	2.74	.05	1.62	Not	3.64	.05	2.84	.05	3.04	.05	2.06	.05
Knowledge												
Girls	5.47	.05	-2.80	.05	4.72	.05	6.55	.05	5.08	.05	1.25	Not
Boys	2.26	.05	-1.52	Not	7.81	.05	5.28	.05	2.55	.05	.80	Not
Combined	5.13	.05	-3.17	.05	8.38	.05	8.07	.05	5.38	.05	1.25	Not
Situation												
Girls	1.31	Not	.57	Not	.96	Not	1.28	Not	2.53	.05	1.96	.05
Boys	.82	Not	-1.12	Not	4.79	.05	1.37	Not	2.35	.05	.73	Not
Combined	1.48	Not	.41	Not	3.90	.05	.64	Not	2.44	.05	1.74	Not

the fifth-grade groups of boys in the evaluation. A regression was even noted for the sixth-grade control school boys between the two administrations of the test.

Pre-test to post-test gains in knowledge, as indicated by the use of the knowledge test, showed that differences between the two tests were significant in five of the six groups, favoring the post-test in four, indicating a gain or increase in understanding while favoring the pre-test in one instance. Thus, one indicates a loss or regression in understanding. In fact, the T-ratios for both girls and boys in the two-year project sixth grades favored the pre-test, significantly only, however, in relation to the girls.

With respect to the situation test, however, the picture is different. Significant differences between the pre- and the post-tests occur in only two groups, fifth-grade one-year project and control schools, the significance favoring the post-test in each instance.

D. Summary and Conclusions:

One portion of the evaluation of the Davis County School District American Values Program conducted during 1967-68 had to do with an assessment of student attitudes, knowledge, and behavior. Three different measurement instruments which had been devised in prior year's activities were used. Students were randomly selected from three kinds of school settings, schools in which students were embarking on a second round of exposure to the program, schools involved in the program for the first time, and schools in which a traditional program of instruction prevailed. Responses from a total of 546 students were incorporated into the evaluation.

Three different approaches to an understanding of the data were taken. First, the amount, direction and per cent of change from pre- to post-test results were noted. Second, the comparisons, including level of significance between project and control groups, were made for each group for both the pre- and post-test results. Third, the significance of the gain, or loss, within each group between pre- and post-test was noted. Also, comparisons between girls, boys, and the combined groups were made during the process of assessing the data with respect to each of the three tests.

The findings of this portion of the evaluation for 1967-68 are similar to those found in the 1966-67 report, but for the later year are more extensive. The similarity exists with respect to the statement from the 1966-67 report: "Findings of the evaluation showed, delimited to the instruments used and the study sample employed, that significant differences were found in citizenship information and democratic attitudes favoring the project schools." However, to stop there in regard to the present report would mean the submission of an incomplete report. It is safe to say that in most instances significant differences did favor the project schools. At the same time, as noted in several instances throughout the body of this section of the report, significant differences appear to be most frequently and most strongly registered with respect to the knowledge test than the other two. Attitudes, as assessed by direct questions requiring one to agree or disagree, appeared to favor the project schools more frequently and in a greater magnitude than as assessed by the behavior-situation test.

When the breakdowns between grade levels were viewed, it appeared as though an inverse relationship between exposure to the project and

understanding and attitude existed. Other things being apparently nearly equal, a decrease in strength of understanding seemed to be reflected in the data.

In analyzing the breakdowns of data for girls and boys, it appeared as though at the outset of the year's activities, as reflected by pre-test results, girls and boys were quite similar. But, in several instances, the magnitude of differences between girls and boys tended to favor boys regarding the understandings which constituted the crux of the evaluation activities. This tends to suggest that perhaps girls lose interest, or find other things more interesting than government, law, politics, etc., at this age. It also might suggest that the focus or the emphasis of the program might be susceptible of adjustment with respect to the desired levels of understanding to which the girls might be expected to attain.

III. ASSESSMENT OF STAFF EVALUATIONS

A. Introduction:

In order to assess the Davis District's staff evaluations of the American Values Program, an Evaluation Questionnaire was developed and submitted to several professional groups of the district by the superintendent. (See Appendix B for a copy of the Evaluation Questionnaire.) In the written instructions from the superintendent the participants were told it would "require serious thought in order to provide accurate and useful information."

The Evaluation Questionnaire was submitted to the following professional groups of the district:

1. Administrators and supervisors of the central school district office,

2. Teachers and principals who were in their first year of experience with the American Values Program,

3. Teachers and principals who were in their second year of experience with the program, and

4. A control group of teachers and principals who had no experience in using the American Values Program, but who had completed the questionnaire for comparative purposes and analysis.

Contributions of the seventeen principals who returned the Evaluation Questionnaire so nearly paralleled those of the teachers that they are combined with the responses of teachers and identified under that general heading in the following discussions and tables.

The same eighteen schools are represented in this portion of the evaluation as were in the preceding one.

An attempt to determine similarities or differences between and among the several schools shows no measurable differences.

For purposes of simplicity in discussing this portion of the report, schools using the program, i.e., those using it for one year and those using it two years, are designated "experimental schools." Schools that had not used the program before or were not using it during 1967-68 were the "control schools." Some sections of the Evaluation Questionnaire therefore did not apply in the control schools and are not a part of this report.

In a preliminary statement it may be said that the professional educators of Davis County believe the program has many values, and that it has certain problems or limitations as determined by the measuring instrument.

It is the intent of this portion of the study to report both the values and the limitations as indicated by the professional people who used the instrument as a means of expressing their opinions.

The number of usable questionnaires included in the study is as follows:

Administrators in central office	5
Teachers using the program for one year	43
Teachers using the program for two years	59
Teachers serving in "control" capacity	75
Total	182

B. Regarding Objectives:

Part I of the questionnaire asks: "What do you understand the objectives or purposes of the American Values Program to be? (List specifically all you can)." The forty-three teachers using the program for one year listed more than seventy-five specific statements. For comparative purposes and for critical analysis of certain sections of the questionnaire it has been necessary to limit the number of statements by placing them in some category without altering the intended meaning. Table 12 contains the identity of the twelve categories of designated purposes into which the individual responses were classified. Also the number of occurrences and the per cent of the total are indicated for the two groups of teachers in the experimental schools.

Table 12. Understanding of the Objectives of the Davis School District Program as Noted by Teachers in the Experimental Schools.

Categories of Designated Purposes	Two-Year Experimental		One-Year Experimental	
	Number of Occurrences	Per cent of Total	Number of Occurrences	Per cent of Total
Values-increasing	28	16.1	10	5.6
Government-functioning	24	13.8	13	7.3
Knowledge-gaining	23	13.2	31	17.4
Self-governing development	17	9.8	18	10.1
Action involvement	13	7.5	15	8.4
Appreciation increase	12	6.9	23	12.9
Attitude change	12	6.9	14	7.9
Citizenship participation	12	6.9	8	4.5
Responsibility-assuming	12	6.9	18	10.1
Decision-making	8	4.6	8	4.5
Democracy-experiencing	7	4.0	14	7.9
Problem-solving	6	3.5	6	3.4
Total	174	100.1	178	100.0

As may be noted from the above table, the two groups of experimental school teachers considered the purposes of the American Values Program somewhat differently. Those teachers in their second year in the program most frequently reported that the objectives of the program related to "Values-increasing" while the one-year teachers in the program recorded "Knowledge-gaining" most frequently. While there are some differences in the relative importance of certain items as "objectives," there are many similarities as expressed by the groups of teachers who had one and those who had two years of experience with the program. However, by calculating a Spearman rank correlation coefficient it was found that no significant association or relationship exists between the two listings of purposes. This suggests that length of involvement in the program is not a significant factor in understanding the objectives of the program. Additional analysis will be made later in the report.

Table 13 contains the opinions of those teachers in the evaluation who were in the control schools. Here again, no significance of association was found between this group of teachers and the other two groups even though the understanding of objectives of this group most nearly approaches that of the one-year experimental teachers, as might be expected.

Table 13. Opinions of Teachers not Participating with Students but Expressing Opinions of the "Objectives or Purposes" of the Study.

Designated Purpose	No. of Occurrences	Per cent of Total
Values-increasing	13	9.5
Government-functioning	15	11.0
Knowledge-gaining	17	12.4
Self-governing development	16	11.7
Action involvement	9	6.6
Appreciation increase	13	9.5
Attitude change	9	6.6
Citizenship participation	10	7.3
Responsibility-assuming	8	5.8
Decision-making	6	4.4
Democracy-experiencing	17	12.4
Problem-solving	4	2.9
Total	137	100.1

The central school office administrators, much fewer in number than other groups, participated in much the same manner as the control group of teachers. They did no actual teaching with pupils but assumed the objectives could be stipulated as follows:

Table 14. Opinions of Central School Office Administrative Personnel Descriptive of the Objectives and Purposes of the American Values Program.

Designated Purpose	No. of Occurrences	Per cent of Total
Values-increasing	5	5.8
Government-functioning	9	17.3
Knowledge-gaining	5	9.6
Self-governing development	9*	17.3
Action involvement	4	7.7
Appreciation increase	3	5.8
Attitude change	4	7.7
Citizenship participation	3	5.8
Responsibility-assuming	3	5.8
Decision-making	2	3.9
Democracy experiencing	4	7.7
Problem-solving	3	5.8
Total	52	100.2

*See note on top of next page.

*While there were only five who used the questionnaire, several of these wrote closely related statements that made it necessary to increase this number in the category of decision-making.

C. Regarding Variety of Results:

The questionnaire states (Part II), "Programs of this kind often produce a variety of results". The professional personnel were then asked to express an opinion of the American Values Project in seven different categories by checking the "extent or degree," high, moderate, low, or no to indicate the impact upon the teacher (or person using the instrument). Tables 15, 16, and 17 contain the tabulations of the results of this part of the Evaluation Questionnaire. Table 18 provides for a quick comparison of the three groups.

Table 15. Degree of Impact of the American Values Program on Teachers Using the Program Two Years.

Statement of Impact	Extent or Degree			
	High	Moderate	Low	No
Has increased effectiveness	7	32	7	5
Permits learning differently	13	29	7	4
Has solved problems	5	28	9	10
Supports evidence held concerning learning	13	26	8	6
Has created problems	1	10	26	16
Brings theory and practice together	11	32	7	3
Raised professional goals	12	25	10	4
Total	62	182	74	48

Table 16. Degree of Impact of the American Values Program on Teachers Using the Program One Year.

Statement of Impact	Extent or Degree			
	High	Moderate	Low	No
Has increased effectiveness	5	31	7	0
Permits teaching differently	12	24	5	1
Has solved problems	6	26	9	2
Supports evidence held concerning learning	10	25	6	0
Has created problems	1	7	24	11
Brings theory and practice together	10	26	7	0
Raised profitable goals	12	23	8	0
Total	56	162	66	14

Table 17. Opinions of the Impact on Teachers Serving as "Control" Teachers as They Assumed the Effectiveness Would Be Had They Used the Program.

Statement of Impact	Extent or Degree			
	High	Moderate	Low	No
Has increased effectiveness	5	14	3	5
Permits teaching differently	3	14	5	5
Has solved problems	5	9	6	6
Supports evidence held concerning learning	5	10	3	7
Has created problems	1	2	5	16
Brings theory and practice together	4	12	3	6
Raised professional goals	3	12	2	7
Total	26	73	27	52

A substantial number of the "control" teachers did not attempt to determine the effectiveness of the American Values Program as described in Part II inasmuch as they had no experience with it. However, some did, stating they "assumed" such effects if they had been a part of the program.

Care must be taken in interpreting the figures in these tables. For example, in the "has created problems" item, a small figure in the High column and a large figure in the No column tend to indicate that problems were not created. On the other hand, in regard to the item "Permits teaching differently," a large High and a small No tend to indicate value if one believes teaching differently is important to learning.

Table 18. Comparison of Three Groups of Teachers in "Degree of Impact of the American Values Program."

Statement of Impact	Extent or Degree											
	High			Moderate			Low			No		
	1Yr.	2Yr.	Cont.	1Yr.	2Yr.	Cont.	1Yr.	2Yr.	Cont.	1Yr.	2Yr.	Cont.
1. Has increased effectiveness	5	7	5	31	32	14	7	7	3	0	5	5
2. Permits teaching differently	12	13	3	24	29	14	5	7	5	1	4	5
3. Has solved problems	6	5	5	26	28	9	9	9	6	2	10	6
4. Supports evidence held concerning learning	10	13	5	25	26	10	6	8	3	0	6	7
5. Has created problems	1	1	1	7	10	2	24	26	5	11	16	16
6. Brings theory and practice together	10	11	4	26	32	12	7	7	3	0	3	6
7. Raised professional goals	12	12	3	23	25	12	8	10	2	0	4	7
Total	56	62	26	162	182	73	66	74	27	14	48	52

There is a relatively high degree of similarity between the opinions expressed by the control group and the teachers who used the program one and two years. It is conspicuous that all three groups mentioned only once in the "high" column "has created problems." The largest number of returns for all three groups is in the "moderate" column.

D. Regarding Anticipations and Observations:

Participants who used the questionnaire were asked what they "hoped for or anticipated" and what they "observed" in terms of "achievement, behavior, attitudes" (Part III). These were to be placed into categories of "achievement," "behavior," "attitude," and "other."

The same categories for classification purposes have been used herein as these most appropriately describe: achievement, behavior, and attitude. Table 19 contains a summary of the responses to this part of the Evaluation Questionnaire.

Table 19. Results in Terms of Those "Hoped for" and Those "Observed" as Designated by Teachers with One Year of Experience.

	Designated Change	Hoped For	Observed
Pupil Achievement	Knowledge increase	28	16
	Decision-making	7	0
	Problem-solving	5	2
	Government-functioning	9	6
Pupil Behavior	Action involvement	7	5
	Self-governing development	27	9
	Responsibility-assuming	20	13
	Democracy-experiencing	9	3
	Citizenship participation	18	4
Pupil Attitude	Attitude change	26	23
	Appreciation increase	10	4
	Values-increasing	8	1
	Total	174	86

Some expressions made in the "other" part of the question are quoted below:

> "I believe every child's attitude has improved and I believe they (the students) would not want the program to stop."
>
> "It is difficult to measure the benefit of such a course."
>
> "Some make observable changes that appear to be the direct result of the course and others do not."
>
> "Children who have negative attitudes are difficult to influence with any program."

Table 20. Results of Characteristics "Hoped for" and Those "Observed" by Teachers Engaged in the Program Two Years.

	Designated Change	Hoped For	Observed
Pupil Achievement	Knowledge increase	29	20
	Decision-making	15	7
	Problem-solving	7	3
	Government-functioning	15	9
Pupil Behavior	Action involvement	12	7
	Self-governing	17	9
	Responsibility-assuming	8	4
	Democracy-experiencing	9	7
	Citizenship participation	10	20
Pupil Attitude	Attitude change	25	16
	Appreciation increase	4	1
	Values-increasing	13	8
	Total	164	111

The relative importance between the several categorical items differs somewhat between the teacher group who taught with the program one year from those who used it two years. The three items most hoped for by both groups are "knowledge increase," "self-governing," and "attitude change."

Teachers using the program two years observed changes slightly more than 67 per cent (67.7%) and those using it one year observed change less than 50 per cent (49.4) of the number hoped for. This may indicate that changes could be observed when compared to those hoped for if watched at least two years by the same teachers.

E. Regarding Structured Situations:

Part IV of the questionnaire contains a description of fourteen different situations and three "statements for each situation." The participants were asked to designate the statement for each situation that "best represents your viewpoint."

The fourteen situations and accompanying statements are contained in the Evaluation Questionnaire found in the Appendix.

Table 21 contains the summary of the responses. The +, o, and - symbols indicate the kind of statement with respect to each situation, either a positive, neutral, or negative one.

The very high correlation of choices made by the three teacher groups may indicate that most teachers tend to agree on the nature of the impact made upon students in a wide variety of situations. In studying Table 21, one should be cautioned to consider a very close time-involvement relationship between the control and the one-year project schools. Further, as noted earlier in this report, involvement beyond one year measurably, even though not statistically significant in all instances, increases the values derived from the American Values Program. This same tendency can likewise be noted by a study of the differences between the positive, neutral, and negative responses of the staff as cited in Table 21.

Table 21. Responses to Structured Situations by Staff in Davis School District American Values Program Evaluation.

Situation*	Kind	Two-Year	One-Year	Control
1	+	54	39	40
	0	0	0	15
	-	3	2	1
2	+	35	41	42
	0	5	5	7
	-	1	6	5
3	+	45	32	44
	0	2	1	2
	-	11	9	11
4	+	20	28	28
	0	19	2	2
	-	2	26	23
5	+	25	23	23
	0	12	15	11
	-	5	0	6
6	+	39	26	34
	0	10	11	10
	-	3	2	4
7	+	18	21	24
	0	22	18	16
	0	2	2	5
8	+	33	28	27
	0	0	1	2
	-	14	5	19
9	+	28	29	29
	0	28	5	20
	-	0	0	2
10	+	39	32	28
	0	14	0	10
	-	3	11	7
11**	+	30	22	32
	0	16	13	9
12	+	17	29	26
	0	23	28	20
	-	0	0	2
13	+	24	19	27
	0	32	18	19
	-	0	1	2
14	+	37	28	32
	0	10	8	7
	-	8	5	6

* See Part IV of the Evaluation Questionnaire in Appendix B for structured situations and conditioned responses.

** Two response statements only were provided.

F. Regarding Importance:

Teacher participants in the program were asked (Part V) to list in order of importance as designated by a, b, c, d, and e (a, most important, e, least important) "the factors" believed to be "beneficial in the American Values Program." Following the categorical classification used above the results of the several groups are presented as Table 22.

No particularly strong opinion exists among the several groups as to the one factor designated a that is most important as noted in the twelve categories. The positive correlation is higher in the b series and in the d and and e series, the latter two indicating less importance.

Teachers were asked in Section 2 of Part V to list the factors that were "detrimental" or that gave "concern" to them in the program by designating those assumed to be "the very most detrimental" as a, those "next most detrimental" as b, and so on. It was found that almost all of the expressions made by the teachers could be placed in seven categories, as portrayed in Table 23.

Teachers in all three groups believe that the loss of student time is the most detrimental factor in the program. Their second most frequently recorded concern is the fact that when students were elected to office, they wanted to assume considerable power. Some teachers said, "They think they now are superior to their peers." Other comparable terms were used. Several teachers spoke (wrote) of the loss of teacher time when the program was to be discussed. As noted above most teachers wrote only in a and b.

Table 22. Frequencies of Teacher Opinion of Beneficial Factors in Order of Importance.*

Category	a 1 Yr.	a 2 Yr.	a Cont.	b 1 Yr.	b 2 Yr.	b Cont.	c 1 Yr.	c 2 Yr.	c Cont.	d 1 Yr.	d 2 Yr.	d Cont.	e 1 Yr.	e 2 Yr.	e Cont.
Knowledge	5	19	6	2	10	10	6	8	1	2	2	1	3	4	0
Attitude change	5	6	4	3	8	4	2	7	1	0	2	1	0	0	1
Appreciation increases	1	6	4	10	12	8	0	4	2	1	1	3	1	0	0
Action involvement	2	5	3	3	14	7	3	13	1	2	1	2	1	1	0
Decision-making	2	2	1	5	3	1	3	13	1	0	3	1	0	2	0
Self-governing development	8	17	8	6	11	6	3	13	7	3	10	2	4	5	0
Responsibility-assuming	6	3	1	10	7	4	3	14	2	0	2	2	2	0	1
Values-increasing	2	7	1	1	11	4	2	0	1	1	0	1	0	0	2
Problem-solving	1	1	1	1	4	1	0	6	1	1	0	1	0	0	1
Democracy-experiencing	3	7	4	1	12	8	3	10	1	1	0	1	0	0	0
Citizenship participation	5	7	5	5	13	6	7	9	1	5	0	1	0	0	0
Government-functioning	5	7	4	7	17	4	5	8	1	5	2	1	0	4	0

*Most important factor listed as a, second most important as b, etc.

Table 23. Frequencies of Teacher Opinion of Most Detrimental Factors in American Values Program.*

Category	a			b			c			d			e		
	1 Yr.	2 Yr.	Cont.	1 Yr.	2 Yr.	Cont.	1 Yr.	2 Yr.	Cont.	1 Yr.	2 Yr.	Cont.	1 Yr.	2 Yr.	Cont.
Time loss (students)	9	11	6	2	3	5	2	3	3	0	1	1	0	0	1
Egocentric display	5	4	2	3	2	2	3	2	1	0	1	0	2	1	0
Disciplinary increase	2	3	2	7	3	1	0	0	0	0	0	0	0	0	0
Absence from class	1	2	1	1	2	1	4	1	1	0	1	1	0	0	0
Time loss (faculty)	4	4	1	4	2	0	1	2	0	1	0	0	0	0	0
Interest-lacing	3	2	1	4	2	0	0	0	0	0	0	0	0	0	0
Judgment immaturity	1	1	0	8	1	0	2	0	0	2	0	0	0	0	0

*Very most detrimental factor listed as a, the next most detrimental factor as b, etc.

G. Regarding Responsibility for Teaching:

Part VI of the questionnaire lists twenty items that may appropriately be included in the American Values Program. The teacher participants were asked to "identify the degree of responsibility the school has for teaching such items" by designating high, moderate, low, no. Table 24 contains the summary of the staff responses.

All of the professional people who responded to the questionnaire tended to believe that the school has a high "degree of responsibility" for teaching the twenty items listed that tend to describe the content of the American Values Program.

The teachers using the program one year made 852 responses in the four categories: high, moderate, low, no. Of this number 593, or seventy per cent of the total, were in the high groupings; 228, or twenty-eight per cent of the total, were in the moderate column. Fewer than four per cent were in the low and no columns; ninety-six per cent of the answers of this group of teachers were in the high and moderate columns.

Teachers who had been engaged in American Values two years likewise rated high the degree of responsibility of the schools in teaching the twenty items listed. Of the total number of 1120 opinions made in the four categories, 757, or sixty-eight per cent, were rated high and 325, or twenty-nine per cent of the total, were rated moderate. Fewer than four per cent of the total number were in the category of low or no.

Teachers who served as the control group, those who had no direct teaching experience with the program, rated high the "degree of responsibility" of

Table 24. Degree of School Responsibility for Teaching Specific Items.

Category	High				Moderate				Low				No			
	1Yr.	2Yr.	Cont.	Admin.	1Yr.	2Yr.	Cont.	Admin.	1Yr.	2Yr.	Cont.	Admin.	1Yr.	2Yr.	Cont.	Admin.
1. Respect for others' property	32	45	51	5	10	11	10	0	0	0	2	0	0	0	0	0
2. Racial understanding	28	31	35	5	16	23	23	0	0	1	2	0	0	1	0	0
3. Appreciation for democracy	35	49	53	5	8	5	6	0	0	0	3	0	0	0	0	0
4. Understanding of other ideologies	21	20	28	3	17	32	26	1	1	3	12	0	1	1	0	0
5. Understanding for differing religious beliefs	18	19	18	3	17	27	25	1	6	8	2	1	1	4	2	0
6. Functions of governmental agencies	25	28	31	4	16	21	24	1	3	7	1	0	0	0	1	0
7. Tolerance for effects of poverty	17	21	27	5	20	31	31	0	1	4	1	0	0	0	0	0
8. Appreciation for newspapers	22	25	32	3	21	29	26	1	0	3	2	1	0	0	0	0
9. Rights of others	30	45	54	5	9	11	7	0	3	0	1	0	0	0	0	0
10. Proper method of dissent	36	36	38	4	8	18	18	1	1	1	3	0	0	1	0	0

Table 24 - Continued

Category	High				Moderate				Low				No			
	1Yr.	2Yr.	Cont.	Admin.	1Yr.	2Yr.	Cont.	Admin.	1Yr.	2Yr.	Cont.	Admin.	1Yr.	2Yr.	Cont.	Admin.
11. Involvement in political outcomes	27	29	25	4	10	24	27	0	4	2	6	1	1	1	0	0
12. Respect for property	32	45	52	5	10	11	8	0	1	0	1	0	0	0	3	0
13. Honesty in personal behavior	28	45	50	4	11	11	9	1	3	0	0	0	0	0	0	0
14. American values	40	47	55	5	7	9	5	0	0	0	0	0	0	0	1	0
15. Obedience to law and rules	30	50	52	5	9	6	8	0	0	0	1	0	0	0	0	0
16. Loyalty to country	33	50	53	5	6	8	8	0	0	0	0	0	0	0	0	0
17. Concern for the welfare of others	34	40	44	4	13	14	16	1	0	1	2	0	0	0	0	0
18. Respect for authority	34	47	52	5	8	8	7	0	0	0	1	0	0	0	0	0
19. Participation in local government	24	35	31	3	9	20	25	1	2	0	4	0	0	0	0	0
20. Loyalty and reason for defending freedoms	37	50	46	3	3	6	13	0	3	0	0	1	0	0	0	0

the school in teaching the twenty listed items. A total of 1200 designations were made in the four categories. Of this number 827, or sixty-nine per cent of the total, were in the column indicating the school's responsibility as high and 322, or twenty-seven per cent, were listed as moderate. Fifty-one of the 1200, or four per cent, were listed as low or no.

The school district central office administrators, while few in number, like the other groups responded to the twenty items. The administrators checked a total of ninety-seven points in the several categories. Eighty-five of the ninety-seven, or eighty-eight per cent, were listed in the high column; eight, or eight per cent, in the moderate column; and the remaining four, or four per cent, were in the low column.

Table 25 provides for a slightly different analysis of these kinds of data. The number and per cent of each group of staff members who responded to a high, moderate, low, or no responsibility of the school for teaching the items listed are presented.

Table 25. Degree of Responsibility of Schools for Teaching Twenty Selected Items in Davis School District American Values Program.

	One-Year Teachers		Two-Year Teachers		Control Teachers		Aministrators	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
High	593	69.6	757	67.6	827	68.9	8	87.6
Moderate	228	26.8	325	29.0	322	26.8		8.3
Low	28	3.3	30	2.9	44	3.8		4.0
No	3	.4	8	.7	7	.6		-
Total	852	100.1	1120	100.2	1200	100.1	9	99.9

The very close similarity of all three of the teacher groups is significant. The per cents of the totals in high and moderate are conspicuously parallel. The limited number of administrators make this column less reliable, but it does indicate significant convictions of the value of the program and the responsibility of the school to teach American values.

H. Regarding Potential Decisions:

The participants were asked (Part VII) if they were responsible for making the decision to continue or not to continue the activities in the realm of an American Values Project what "would your decision be?" See the following table.

Table 26. Preferences in Use of the Program.

	Yes	No
Teachers, one year of use	38	3
Teachers, two years of use	45	7
Administrators	5	0
Total	88	10

Thirty-eight of the teachers who had used the program one year stated they would continue it; three stated they would not continue it. Forty-five teachers who had used the program two years declared they would use it; seven said they would not. The remaining number did not answer.

Only a limited number of the control teachers answered the question; some stated they needed to know more about it. All five of the administrators

from the central school office declared they would continue to use it.

Several of the sixteen who did not state they would use the program made positive expressions about its value or suggested possible improvements for its use.

Participants were asked two additional questions: 1. "If 'continue' which components of the present program would you retain (either as functioning at the present time or in a changed state)"? and, 2. "If 'not continue' which activities would you delete and why?"

The teachers having one year of experience made almost no suggestions for deletion (question No. 2). Teachers having two-years' experience made a limited number of suggestions for deletion or alterations such as, "not so many visits a year," "no three week workshop," "not so much emphasis and time spent on elections," "delete the political aspects of the program," "I feel the 4th grade could be omitted from national elections."

It is impractical to attempt to place in an array of categories or classifications the comments made by teachers who would continue the program with some changes. Many stated they would continue it as it has been used heretofore. Others wrote such comments as, "I would retain all components of the program adding possibly a state-county government system"; "would follow some program but would hope for better continuity"; "I would keep the present program but I would let the teachers have more say so as to the method or manner in which it should be carried out"; "Provide the teacher with a wider variety of books to use within their own classroom."

The central office administrators spoke favorably of the program as it has been in operation. One did say there may be "modifications and improvements and adaptations on the existing program." Another stated, "With less emphasis on complex government and politics," and one declared, "Judicial (government) has no place in our elementary school."

I. Summary of Findings:

The American Values Program, as it has been in operation in Davis County, has been a very successful program in the opinion of a high per cent of all teachers who have used it as part of the curriculum for one or two years. Teachers who had not used the program but who served as "control" teachers likewise believe it has been successful, as do the administrative personnel of the central school office.

While most teachers believe it is a good program and that it should be perpetuated, some believe it needs to be altered in certain situations.

The greatest benefits of the experience center around the belief that it has enhanced students' knowledge considerably, provided actual experiences in government affairs of their own making, increased a desirable attitude toward the values we commonly cherish in America and helped establish an added appreciation of our country.

Teachers have been forthright in their criticisms of the program. This kind of criticism is valuable to the district. One major criticism is an apparent loss of both student and teacher time needed for the program. Another is the possibility that officers who are elected by their friends at times appear to show arrogance towards some of their peers whih showing favoritism to their friends.

With the successful experience the district has enjoyed it appears that most of the criticisms may be overcome, thereby providing added strength to the program.

It appears that Davis County would do an injustice to the pupils of this and other school districts if the American Values Program were to be discontinued.

IV. GENERAL CONCLUSIONS

A final general conclusion which appears to be valid is that the American Values Program should be favored over the traditional social studies program, in spite of the fact that some "spotty" and "local" inconsistencies have shown up in the evaluation, some of which may as yet not be explained. The evidence of gains is not overwhelming, but is sufficiently strong to warrant solid support for the continuation and even expansion of the American Values Program of activities.

An integral part of the conclusions of this evaluative effort is the recommendation that additional appraisals, parallel in nature to this one, be undertaken in order that the best benefits from the American Values Program may continue to be derived from it and even improved as the program functions in future years.

APPENDIX A

BEHAVIORAL ATTITUDE AND KNOWLEDGE

MEASUREMENT INSTRUMENTS

INSTRUCTIONS:

The following items are to test your feelings regarding our democratic form of government.

Record the degree to which you agree or disagree with each of the following statements. There are two possible answers you may use to record whether or not you agree with each statement.

A. If you AGREE with the statement mark your answer sheet under "A" opposite the space with the number on your answer sheet.

B. If you DISAGREE with a statement fill in the space under "B" on your answer sheet.

Do not spend too long on each item. Move through them as rapidly as you can. There are no right or wrong answers. The right answer is that which you feel to be correct.

Check frequently to make sure the answer space you checked has the same number as the item you wish to answer.

DO NOT WRITE ON THIS TEST BOOKLET.

1. When trash falls out of your dest onto the floor there is no need to clean it up because the janitor will soon be around to sweep.

2. A student has the right to cheat in school if he wants to.

3. A student should spend as much time working for a group as he does working for himself.

4. A good citizen will read only one newspaper so that he will not be mixed up by different opinions.

5. The color of a person's skin has nothing to do with how smart he is.

6. The best way to settle an argument between a labor union and an employer is to call out the state troops or the army.

7. A person should always support a candidate who belongs to his own political party even though he is not the best man for the job.

8. In a democracy boys and girls should be required to attend school.

9. Students who hold student office should be expected to make up class work missed doing government business.

10. I can say what I want to, after all, it's a free country.

11. A good citizen should be willing to give service to the general welfare without personal gain.

12. Consideration for the rights, beliefs and feelings of others is a very important part of our democratic life.

13. The government should have control of our newspapers to prevent other countries from getting important information they could use against us.

14. The best way to meet the threat of communism is to make every citizen take an oath of allegiance to the government and jail those who refuse.

15. For every right there is an equal duty.

16. A student is in the right when he insists that voting in school be done by secret ballot.

17. Girls should not be too concerned when someone tells them they are using excessive make-up or that their skirts are too short, because this makes them attractive.

18. Teachers should not get so excited when they see someone's initials on a desk. After all, it isn't going to hurt anyone.

19. It is all right to exceed the speed limit as long as no one gets hurt.

20. In a democracy, the welfare of each person should be the concern of all.

21. A person should have the right to complain about the actions of the President of the United States.

22. In a foreign country an American may act as he pleases for his actions will reflect on him personally and not on our country as a whole.

23. As a tax payer, you have the right to refuse to obey a policeman.

24. It is all right to yell at kids in the hall if they yell at you first.

25. You have the right to leave school during the time it is in session if you have permission from your parents. It is not your responsibility to notify the office.

26. Even though metal taps or cleats on shoes tear up the tile and ruin the floors at school, we should wear them because they make our shoes wear longer.

27. Our school should have an atmosphere of mutual helpfulness and consideration for others.

28. To "get away with" some law violations here and there (traffic, public property, etc.) is looked upon as a kind of achievement by us among our friends.

29. Boys and girls should not be punished for disobeying laws they didn't help make.

30. If a person is arrested for a crime you can be pretty sure he is guilty.

31. To be a true American you must support all the programs started by the President of the United States.

32. A politician who wants to win elections and keep his supporters in line must do favors for them. He must get them jobs, fix their traffic violations, get them government contracts.

33. A person elected to public office should take care of his friends and listen to them more than to other people.

34. A student should be able to wear his shirt tail out since it's his own business.

35. A student at school elections shouldn't vote if he is not sure about a candidate.

36. A student sees another student steal a transistor radio. He shouldn't tell the police or another authority about this.

37. Laws have to be obeyed even if they are poor laws.

38. Responsibility to the group is not really important in every day living.

39. A student government officer who is doing a good job but whose grades are low should be removed from office unless his grades are brought up.

40. I have a responsibility to seek a better way of life for all.

41. It is not my fault that I am so often late to class - things just happen.

42. Boys and girls should not be punished for disobeying laws.

43. Disobeying a school rule that you don't like is an acceptable way of getting a bad one changed.

44. Because only five students out of thirty voted for a new rule, the rule must be a poor one.

45. On Monday you let Sally borrow your eraser. She forgot to return it. Now today, Tuesday, Sally is absent. It's okey to get into Sally's desk and get your eraser.

46. As a good leader in government, I should encourage others to participate in the government.

47. If you don't like the Mayor or President of your class, you shouldn't have to obey the rules set up by the class.

48. It is none of my business if other students run in the halls or swear on the playground.

49. It is not wrong for my friend to let me in the lunch line next to him.

50. It is more important to obey laws when you are grown than when you are young.

51. A student should not run for president of the school unless he has a good chance of winning.

52. You should obey a teacher that you like more than one you don't like.

53. If you are good enough as a leader to get elected to an important school or class office, you should then be excused from having to obey school rules.

54. It is all right not to vote if you think both students running for office are highly qualified.

55. It is all right to run in the halls.

56. Our government will work just as well if only a few citizens vote.

57. It is the responsibility of upper grade students to help the incoming lower grade students adjust to our school.

58. Most of us report promptly window breakage and other property damage or destruction that happens here at school.

59. It is wrong to make changes in the Constitution or in our government.

60. Students who destroy property or waste materials are willing to rob the community that is trying to educate them.

INSTRUCTIONS:

The following questions are to measure your understanding of our democratic form of government. You will answer questions pertaining to the Constitution, national, state and local government and the election procedures.

There are four possible answers for each item. Read each item carefully and decide which choice BEST completes the statement or answers the question.

Mark your answers on the separate answer sheet. DO NOT mark them on the test booklet. Indicate your answer by blacking out on the answer sheet the letter corresponding to your choice.

Study the sample below. The best answer has been chosen for you.

SAMPLE 1: The first president of the United States was:

a. Jefferson
b. Washington
c. Lincoln
d. Madison

Since "B" is the correct answer to sample question number 1, you would black out the "B" in the row after number 1 on your answer sheet.

Your score will be the number of right answers, so it will be to your advantage to answer every question even if you are not sure of the right answer.

BE SURE YOUR NAME IS ON YOUR ANSWER SHEET.

"Veto" is best described by the word:

a. approve
b. undecided
c. disapprove
d. respect

2. The law-making branch of the national government is the:

a. executive branch
b. legislative branch
c. judicial branch
d. official branch

3. The justices of the Supreme Court are:

a. appointed by the President
b. appointed by the U.S. District Judges
c. appointed by the House of Representatives
d. appointed by the Vice-President

4. Which of the following has a six-year term of office?

a. representative in the United States Congress
b. United States Senator
c. member of the Presidnet's cabinet
d. the Vice-President of the United States

5. A federal law should be obeyed unless it is declared unconstitutional by:

a. the President
b. the Supreme Court
c. the Congress
d. the Court of Appeals

6. The President of the United States has the power to:

a. make the laws
b. change the laws
c. interpret the laws
d. enforce the laws

7. New legislation must be introduced into Congress by:

a. lobbyists
b. congressmen
c. individual voters
d. the President

8. The inauguration of a President refers to the time when he:

a. has a meeting with his cabinet
b. campaigns for office
c. takes the oath of office
d. gives his annual message to congress

9. In order for a bill to become a law, it must do which of the following?

a. be passed by one or the other of the House of Congress
b. be passed by both Houses of Congress
c. have the President's support
d. be passed by both Houses of Congress and have the President's support

10. Which body has its representation based on population?

a. the United States Supreme Court
b. the United States Senate
c. the President's Cabinet
d. the United States House of Representatives

11. Candidates for office of President and Vice President:

a. file for office in Washington, D.C.
b. are appointed by members of Congress
c. are selected at a mass meeting
d. are chosen at a nominating convention

12. The duties of the sifting or rules committee in Congress are:

a. help the President
b. make laws
c. make recommendations on bills for debate in congress
d. appoint judges of the Supreme Court

13. To amend the constitution is to:

a. explain it
b. enforce it
c. change it
d. write a new one

14. Which one of the following was NOT given to American citizens by the Bill of Rights?

a. free speech
b. freedom of press
c. right of women to vote
d. right to assembly

15. A constitution is:

a. a set of laws passed by a government
b. a system of laws or principal upon which a government is based
c. a document that tells the history of the United States
d. a group of old laws that are no longer enforced

16. The first ten amendments to the Constitution are known as:

a. the Bill of Rights
b. the Magna Carte'
c. the Declaration of Independence
d. the Preamble

17. The Constitution can be changed by:

a. the President ordering it done
b. the Governors agree
c. three-fourths of all the states vote approval
d. the Senate votes on a change

18. Which of the following duties of the Vice-President of the United States is given by the Constitution?

a. serving as president of the United States Senate
b. making good-will tours to foreign nations
c. making speeches before the congress
d. acting as chairman of Cabinet meetings

19. The Constitution of the United States:

a. has not been changed
b. was written by great Americans of the past and can <u>not</u> be changed
c. has been amended many times in the past
d. was written by George Washington while he was President

20. When voting, your ballot should be marked with:

a. ☒
b. ☑
c. ✓
d. any mark

21. To qualify for voting in Utah State elections, you must be:

a. registered
b. at least 21 years old
c. an American citizen
d. all of these
e. none of these

22. Primary elections are held:

a. to reduce the number of candidates running for a public office
b. after general elections when errors have been made in the voting
c. before the mass meetings
d. to encourage voters to be good citizens

23. After a person is nominated for an office, the nomination must:

a. be seconded
b. be approved by at least five persons
c. be approved by the chairman of the meeting
d. be seconded by at least three people who know the person

24. A mass meeting in an election district is:

a. held to elect the president of the United States
b. held every month to keep voters up-to-date
c. held to elect district officers for a political party
d. held to protest against bad mayors

25. All but one of these is an elected official. Which is not?

a. senator
b. lobbyist
c. governor
d. representative

26. Which of the following officials is NOT elected by vote of the people?

a. city mayor
b. state representative
c. United States Senator
d. United States Supreme Court Justice

27. A citizen in the majority of states must do what before he can vote in an election?

a. graduate from high school
b. join a political party
c. register
d. pass a test published by the government

28. The Governor is part of the

a. legislative branch
b. judicial branch
c. representative branch
d. executive branch

29. The Attorney General is a member of:

a. county government
b. state government
c. town government
d. city government

30. The highest ranking state official is the

a. President
b. Attorney General
c. Governor
d. Senator

31. The legislative branch includes

a. the House of Representatives and Senate
b. the Supreme Court Justice and Attorney General
c. the Auditor and Finance Commission
d. the Governor and Secretary of State

32. For a bill to become law in Utah, it must be passed by:

a. the Senate only
b. the Senate and the House and be signed by the Governor
c. the Senate and the House and by the Supreme Court
d. the State Supreme Court

33. Which of these will succeed to the office of Governor in Utah, in event of the governor's death?

a. pro tempore of the Senate
b. Speaker of the House
c. Secretary of State
d. Attorney General

34. A sheriff is an elective official of the:

a. county
b. state
c. nation
d. city

35. Which city official is not elected to office?

a. Mayor
b. councilman
c. chief of police
d. commissioner

36. Duties of city councilmen are:

a. to act as judges in the city court
b. to make the laws or ordinances for the city
c. to work on the police force and fire department
d. to build schools

37. The type of city government most common in Utah cities is that of:

a. mayor and council
b. governor and council
c. city commissioner
d. city manager

38. A city manager:

a. is the same as a mayor
b. captures law violators
c. is appointed by the city officials to help run the city government
d. makes city laws

39. Which of the following is NOT a responsibility of your local community government?

a. social security payments
b. garbage collection
c. fire protection
d. police protection

40. As a citizen in your local town, you should know that ALL BUT ONE of these are responsibilities of your town. Which one is NOT?

a. issue building permits
b. police protection
c. garbage collection
d. social security payments

INSTRUCTIONS:

The following situations may be encountered by elementary pupils in the school, home or community. First read through the situation very carefully. Next read through the possible things one might do. Select the action you fell it BEST TO TAKE and record it on the separate answer sheet.

DO NOT mark your answer on the test booklet. Indicate your choice of the BEST ACTION to take for each situation by blacking out on the answer sheet the letter corresponding to your choice. For example, if your choice of answer was lettered "B", black out the "B" in the row after the number corresponding to the item on your answer sheet.

BE SURE YOUR NAME IS ON THE ANSWER SHEET

1. John, a fifth grade pupil, was asked by the teacher to go to the next door classroom for some song books. As he was walking in the hall, he noticed a lunch ticket on the floor. It had two good punches left. There was no name on the ticket. If you were John, what would you do?

   a. destroy the ticket and throw it in the wastebasket
   b. tell your teacher of the find
   c. keep it and ask for a 50¢ refund on the morning when new tickets are purchased
   d. turn it in to the secretary of the school to see if the rightful owner can be located
   e. give it to a friend who doesn't have a lunch ticket

2. The Constitution of the school stated that children were to try to eat every item on their plate in the lunchroom. After trying, if they couldn't eat the food, it was to be placed in the proper disposal area. Mary noticed that the girl across from her kept placing most of her lunch in her milk carton every day. What action should Mary take?

   a. noting, because the girl could do as she wishes with the food because she paid for it
   b. inform the girl personally of the rules of the Constitution
   c. tell the girl that she had the privilege of bringing a sack lunch or going home to eat if she didn't like the food.
   d. tell the teacher on duty about the situation
   e. tell the President of the school about the girl

3. One day, two boys who were the class bullies, stole a watch from their teacher's desk. They threatened to wait after school and beat up anyone from the class who told on them. What would you do if you were a student in that class?

   a. organize a group of the students and, with them, tell the teacher what happened and of the threat
   b. go home and phone their parents
   c. tell the police
   d. don't tell at all
   e. let the teacher find out for herself

4. One day Joe and Mike were playing catch. Joe threw the ball and Mike missed it. It hit Mrs. Peg's window and broke it. She was a poor woman and the boys knew it. What should they do?

   a. run away
   b. tell her what happened and pay for the window
   c. tell her they saw a boy down the street do it
   d. one of the boys could blame the other one and get himself out of trouble
   e. they could tell their parents what they did and let them take care of it

5. Peggy and Dick were staying in through the lunch recess because they had a fight with their rulers and the teacher had caught them. She asked who had started the fight, but no one would say anything, so they had to sit there all day until someone would speak up with the truth. What would you do if you were Peggy or Dick?

   a. together, tell the teacher who started the fight and accept equal blame
   b. sit there all day
   c. go out and play
   d. do it again
   e. start crying

6. The teacher asked Cindy to work on a bulletin board. Cindy had her own ideas on how she wanted to do the board. Another girl from her class came up and wanted to help her. What should Cindy do?

   a. explain her ideas for the board and let the other girl help her
   b. tell her she has to leave her alone
   c. tell the other student, "This is my bulletin board."
   d. say that the board is just about done and there will be nothing for her to do
   e. tell her to go ask the teacher

7. You are entering the school building after recess and someone trips you. What would you do to the child who tripped you?

   a. turn around and trip him
   b. grab the person's back and then hit him
   c. threaten to beat him up after school
   d. take the child to the principal
   e. give the child a chance to apologize by asking, "Why did you do it?"

8. You are an "A" student and always do well in your school work. One day you are taking a very important test and the person next to you is trying to copy your work. The person is your best friend. What are you going to do?

   a. cover your work so the person can not see your work
   b. let the person see more of it so he or she will like you more
   c. move away from him or her if you can
   d. ask the person why he or she is copying
   e. don't let the person copy and help him study for his next test

9. Janet brought one of her pretty and delicate glass figurines to school. It was being passed around the room and Mary was waiting to see it. She saw Patty accidently break a little piece off of the figurine and after looking around, hide it in her desk. Patty was Mary's best friend. What should Mary do?

a. Just keep it a secret
b. tell someone else about it and tell them not to tell that Mary had told them
c. talk privately to Patty about it and urge her to give the figurine back to Janet, tell her what happened, and offer to glue back the broken pieces
d. tell the teacher what happened
e. take it out of Patty's desk and tell Janet she (Mary) had broken it

10. Two brothers did not want to go to school, so they "played hookey". They stayed home for three days. (Both of their parents worked.) The teachers got worried about the students and the school nurse was sent to their home to see how sick they were. What would you do if you were one of the two brothers and the school nurse knocked on your door?

a. not answer the door
b. let her in and pretend you were sick
c. tell her the truth
d. tell her you were feeling better and would be at school the next day
e. sneak out the back door

. The teacher is out of the room. You are told to, or asked to do something by the Mayor or class president. You don't think that it is a fair request. The class is watching. You should:

a. refuse to do it because you don't have to do something you think is unfair
b. do it in spite of your personal feelings
c. do it and talk to the teacher about it later
d. tell the mayor his request is unfair before doing it
e. do it because the class is watching you

12. While presenting my report, I used an idea I saw being prepared by another group. The teacher was well pleased with the idea. Should I:

a. not say anything about it
b. tell where I got the idea
c. thank the teacher for liking the idea
d. ask the other group not to say anything
e. threaten the other group not to tell

13. When Tom paid for his week's lunch ticket, he found he had been given two tickets instead of the one he had paid for. What should he do with the extra ticket?

a. keep it and use it for lunch the following week
b. go to the school office and tell the secretary of the mistake
c. give it to a friend
d. go to the school office and have the secretary refund the ticket
e. throw it away

14. Mother and Father went out one night, telling you and the other children in the family to stay out of everything. After they left, all of you ate up all of the freshly baked cookies. What should you do when they come home?

a. tell them the other children and not you ate the cookies
b. tell them you ate the cookies
c. say "What cookies?"
d. say you gave the cookies to some of your friends who called by
e. say you gave the cookies to a sick friend

15. On Monday morning, Mary discovered that the lunch money she had placed in her coat pocket was missing. Her Mother had told her that this was the last money she had until payday. What should Mary do?

a. report to her teacher or principal that the money was missing
b. ask the children to help her find the mondy
c. take somebody else's money
d. accuse someone else of taking it
e. ask permission to charge her lunch

16. You are in the classroom doing your math and you have to sharpen your pencil. When you come back to your seat, your paper isn't on your desk. Your neighbor says it dropped on the floor, but you can't see it there. What should you do?

a. accuse your neighbor of stealing it
b. search carefully for the lost paper, then tell the teacher about it
c. take your neighbor's paper and change the name to yours
d. do the assignment over and forget about the whole thing
e. make up an excuse why you didn't do your work

APPENDIX B

EVALUATION QUESTIONNAIRE

BERNELL WRIGLEY
SUPERINTENDENT

W. ROBERT KEDDINGTON
ASST. SUPERINTENDENT

LAWRENCE E. WELLING
ASST. SUPERINTENDENT

A. HOLLIS GRANGE
CLERK

Davis County School District

201 COUNTY COURTHOUSE
FARMINGTON, UTAH 84025

BOARD OF EDUCATION
IRVIN R. CLEVERLY, PRES.
L. GLEN GARRETT, VICE-PRES.
WILMER S. BARLOW
MORRIS HANSEN
HENRY E. PETERSON

As you are aware, the Davis District has now spent over six years in the development of the "American Values" program. The District has been an Exemplary Center for the western states for almost two years.

One area of evaluation which is imperative to complete at this time is to see how individuals in the District perceive their role as well as other aspects of the "American Values" program. The information asked for in this questionnaire will provide us data needed to make a more complete evaluation of the effectiveness of the program.

The District has developed through the services of the World Wide Education and Research Institute, the enclosed questionnaire. We would appreciate you taking time to complete this questionnaire and return to us no later than March 8th. Please note that you will have to allow yourself ample time to complete the form. The questionnaire will require serious thought on your part in order to provide us with accurate and useful information. Please devote the time necessary to do this.

The District appreciates and recognizes your devotion to providing the finest education possible for the boys and girls of Davis County.

Sincerely,

Bernell Wrigley

Bernell Wrigley, Superintendent
Davis County School District

EVALUATION QUESTIONNAIRE

American Values Program

DAVIS COUNTY SCHOOL DISTRICT

1967-1968

During the school year 1967-68 I am a:

_____Superintendent, assistant superintendent, district supervisor

_____Principal

_____Teacher

_____Other

PART I

What do you understand the objectives or purposes of the American Values Program to be? (List specifically, all you can.)

PART II

Programs of this kind often produce a variety of results. Please check the appropriate response:

In my opinion the American Values Project has . . . . . .

	To what extent or degree			
	High	Moderate	Low	No
1. Has increased my effectiveness in my professional activities	____	____	____	____
2. Has permitted me to teach/work with/for youth differently than otherwise able if there were no such program.	____	____	____	____
3. Has solved problems for me.	____	____	____	____
4. Has provided concrete evidence supporting previously held contentions regarding learning theories.	____	____	____	____
5. Has created problems for me.	____	____	____	____
6. Has helped me fit together theory and practice.	____	____	____	____
7. Has raised my professional goals.	____	____	____	____

PART III

What benefits from the American Values Project have you hoped for or anticipated and observed with respect to pupil achievement, behavior, attitude, etc.

	Hoped for - Anticipated	Observed
Pupil Achievement		
Pupil Behavior		
Pupil Attitude		
Other		

PART IV

The following incidents represent situations in which American values are of importance. Choose the statement for each situation which best represents your viewpoint. Circle the appropriate letter indicating your choice.

1. Elections are being held for student body offices in the junior high school. The period for circulating petitions for nomination to office has been announced.

   a. In my opinion students who have experienced the American values program will be more intense in their interest and participation than those who have not had the added exposure.

   b. In my opinion students who have experienced the American values program will not exhibit any more interest in participation than the student coming from a regular social studies program.

   c. In my opinion students who have experienced the American values program will exhibit less interest in participation than the student coming from a regular social studies program.

2. The school principal finds it necessary to impose a regulation governing attendance in the school. It is more rigid than the previous policy. A group of students feel it an unfair policy and call for support in a "sit-in" until the policy is changed.

   a. The students who have had the exposure to the American values program would support the "sit-in" more completely than students coming from a regular social studies exposure.

   b. The students who have had the exposure to the American values program would be no different in their reaction than the general run of students.

   c. The students who have had the exposure to the American Values program would work vigorously for a voice in the policy through representative channels. This activity representing an effort beyond that which the general students would exhibit.

3. An issue in the local community is present dealing with a proposed change in form of city government. Each evening in the newspaper some analysis is present dealing with the issue.

   a. Students in the American values program would not be significantly more interested in the issue as it progresses than the average student.

   b. Because of their involvement in continual exposure to this type of information at school, the students in the values program would have a tendency to avoid involvement in the issue of the community.

c. The students in the American values would be better informed about the issue, therefore have a tendency to be more vitally involved than the student from the general school program.

4. A school participating in the American values program has been completely equipped with new desks and equipment to replace old equipment.

   a. It is my opinion that at the conclusion of the year, desks in this school would have less damage done to them than in a companionable size school without the values program.

   b. In my opinion it would be difficult to see a difference in the condition of the desks and equipment contrasted with the school without the values program.

   c. It is very possible that the desks could have more damage done to them in the school with the values program when compared to the school without the program.

5. Programs involving utilization of American values in integrated situation necessitate a teacher relinquishing much of the control he would have in a given situation.

   a. This is true of this program. I find it doesn't create any more problems than when I conducted my class in a conventional manner. Resulting decisions differ very little from other situations.

   b. I find considerable more time is involved in handling a given situation. The results are usually less satisfactory also when compared to a conventional situation.

   c. This is true of this program. I find the processes for handling a given situation are quite different from the conventional approach with much more satisfactory results.

6. It is represented in educational literature that involvement in the progress of learning the school creates better learning, reduces disciplinary problems, and motivates students to do more work on their own while in school.

   a. I find this American values program provides the kind of involvement in school which produces results similar to those described in the situation.

   b. I find that the values program actually disrupts the learning process creating more problems than it helps.

   c. I find no difference in the involvement therefore no difference in the learning process as a result of the values program.

7. A recurring problem in classrooms is the problem of the student, who, for one reason or another, is an isolate. This type of student is not accepted by the other students and many times subjected to ridicule.

a. I see no difference in the attitudes of the group toward the isolate in a situation where the American values program is in effect.

b. Students have a tendency to be more critical of the non-participant in this type of program.

c. Students working in this program have a strong tendency to be more helpful to the isolate student. They try to get him involved and productive beyond that which a typical group would do.

8. A group of small boys are in the rest room soaking large pieces of toilet tissue with water and throwing them onto the walls and ceiling.

a. In this situation students who have participated in the values program would have a tendency to step in and stop the disregard for public property beyond that which the average student would.

b. Students with a background in the values program would not react differently than the typical student.

c. Students having a background in the values program would have a tendency to support the activity as a freedom of choice, harmless activity.

9. Early and middle adolescence are associated with physiological changes which produce varying degrees of problems potentially harmful to the self concept of the child. The height and weight variation, the acne and associated skin problems along with maturational development are frequent problems of this age.

a. Students from the values program would have a tendency to be more critical of these individual differences than the student from a regular program.

b. I feel that students from the values program would be more sensitive to the needs of the students having the various types of problems. They would support rather than criticize the student.

c. There would not be any noticeable difference in students from the values program in their reaction to these differences in comparison to the students from the regular program.

10. It is desired in a program to develop American values that teachers not run interference in conflict situations.

a. This is true in the program of American values. I feel it is a problem as it takes too much time and creates more discipline problems than it solves.

b. This is true in the program of American values. I don't feel there is any significant change in solving conflict situations among the students.

c. This is true in the program of American Values. I feel there is a significant advantage in solving conflicts as a result of the point of view in the values program.

11. A program to develop insight into American values should be an integrated part of the total school situation.

a. This is true in this program of American values. I feel no difference on my time pressures in the other areas of the curriculum.

b. This is true in this program of American values. I feel because of the total nature of the program other areas of the curriculum have been enhanced and the learning is facilitated in the total program.

12. Cheating in the school setting is a recurrent problem. The solution to this situation seemingly escapes educators.

a. Students in the American values program have a tendency to participate significantly less in cheating.

b. Students in the American values program behave much the same as those in the regular school program.

c. Students in the American values program seem to participate in more cheating activities than those in the regular school program.

13. Young John J. has moved into the Pine Tree school. The school serves an affluent area. John is unkept, has an odor of unclean body and clothes and uses foul language often.

a. Students with the background in the values program would be less understanding and more critical than those from regular programs.

b. There would be a noticeable difference in the values students in their degree of tolerance and understanding of a child with these problems.

c. Students in the values program would react much the same as students in the regular school program.

14. In interacting situations in the school setting many times a smaller group of students do the majority of the reacting. Some students in these situations seldom, if ever, get involved in the reaction process.

a. I find students who have the background in the values program have a strong tendency to be more completely involved. Fewer students sit back.

b. I find the situation to be insignificantly different from the regular school program.

c. Leaders in the values group emerge and occupy a greater percentage of the time, at the expense of the rest of the group, than in a regular class.

PART V

1. Please list in order of importance (most important first) the factors you feel are beneficial in the American values program.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. Please list the factors you feel are detrimental or of concern to you in the program. In (a) list the very most detrimental factors, in (b) the next most detrimental and so on.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

PART VI

For each item in the left hand column, please identify the degree of responsibility the school has for teaching about the item.

Preface each statement with: "Teaching . . ."

	High	Moderate	Low	No
1. . . Respect for others property				
2. . . Racial understanding				
3. . . Appreciation for democracy				
4. . . Understanding of other ideologies				
5. . . Understanding for differing religious beliefs				
6. . . Functions of governmental agencies				
7. . . Tolerance for affects of poverty				
8. . . Appreciation for newspapers				
9. . . Rights of others				
10. . . Proper method of dissent				
11. . . Involvement in political outcomes				
12. . . Respect for property				
13. . . Honesty in personal behavior				
14. . . American values				
15. . . Obedience to law and rules				
16. . . Loyalty to country				
17. . . Concern for the welfare of others				
18. . . Respect for authority				
19. . . Participation in local government				
20. . . Loyalty and reasons for defending freedoms				

PART VII

1. Assuming you are responsible for making the decision to continue or not to continue activities in the realm of an "American Values Project". What would your decision be if it were made today?

_____Continue _____Not Continue

2. If "continue", which components of the present program would you retain (either as functioning at the present time or in a changed state)?

_____

_____

_____

_____

3. If "not continue", which activities would you delete and why?

_____

_____

_____

_____

EVALUATION, SUMMARY, AND CONCLUSIONS OF EXEMPLARY STUDENT GOVERNMENT-SOCIAL STUDIES PROGRAM, 1967-68

DAVIS COUNTY SCHOOL DISTRICT

ABSTRACT*

AUGUST 1968

PREPARED BY

WORLD-WIDE EDUCATION AND RESEARCH INSTITUTE
574 East 2nd South
Salt Lake City, Utah 84102

*Copies of the complete Evaluation Report are on file in the Davis County School District Office, Farmington, Utah.

EVALUATION, SUMMARY, AND CONCLUSIONS OF EXEMPLARY STUDENT GOVERNMENT-SOCIAL STUDIES PROGRAM, 1967-68 DAVIS COUNTY SCHOOL DISTRICT

ABSTRACT

PURPOSE OF THE STUDY:

For several years the Davis County School District has been engaged in studies of "American Values" activities for elementary students in what has become known as An Exemplary Student Government-Social Studies Program for the Elementary School. The basic purpose of this program have been to: (1) increase the pupils' knowledge of the workings of government on local, state, and national levels; and (2) develop positive, constructive attitudes toward the democratic way of life as provided in the Constitution. As stated in the 1966-67 evaluation report, it was hypothesized that:

1. Pupils in the project schools would make greater gains in knowledge of our democratic form of government than comparable pupils in the control schools.

2. Pupils in the project schools would make greater gains in democratic attitudes than comparable pupils in the control school.

In addition to the evaluation activities undertaken to satisfy the testing of these hypotheses, an assessment of staff perceptions of the effectiveness of the program was made.

DESCRIPTION OF TECHNIQUES EMPLOYED:

With respect to assessments of student attitude, knowledge, and behavior, pre-tests and post-tests were administered to randomly selected fourth, fifth, and sixth grade students in both project and control schools. Also, data were acquired in such a manner as to be able to differentiate results for girls and boys separately as well as for the

combination of the two groups of students. The tests used were the same as had been used during 1966-67. They had been developed specifically for that use in the previous year's evaluation activities. They consisted of a Citizenship Information Test, a Citizenship Attitude Scale, and a Behavioral Situation Test.

The citizenship scale contained sixty statements to which students responded by agreeing or disagreeing. The knowledge test was in the form of a multiple-choice test and required students to respond with a "best" answer. The behavioral situations numbered sixteen and consisted of situations which students might encounter every day either at school or at home. Here, too, students responded with a "best" answer.

With respect to staff perceptions of the effectiveness of the program, and Evaluation Questionnaire was developed and presented to the staff for completion. Perceptions relating to the objectives of the American Values program in total, the variety of results of the program, initial anticipations, magnitude of importance, and responsibility for teaching about certain concepts were sought. In addition, staff members were asked to react to continuation feasibility as well as potential modifications which might be in order.

RESULTS AND CONCLUSIONS:

A. Regarding student assessments: The 1966-67 report of the evaluation stated "Findings of the evaluation showed, delimited to the instruments used and the study sample employed, that significant differences were found in citizenship information and democratic attitudes favoring the project schools." The same statement is equally valid with respect to the 1967-68 evaluation. In addition, it was found that significant differences appeared to be most frequently and most strongly

registered with respect to the knowledge test than the other two. Attitudes, as assessed by direct questions requiring one to agree or disagree, appeared to favor the project schools more frequently and in greater magnitude than as assessed by the behavior-situation test.

When the breakdowns between grade levels were viewed, it appeared as though an inverse relationship between exposure to the project and understanding and attitude existed. Other things being apparently nearly equal, a decrease in strength of understanding seemed to be reflected in the data.

In analyzing the breakdowns of data for girls and boys, it appeared as though at the outset of the year's activities, as reflected by pre-test results, girls and boys were quite similar. But, in several instances, the magnitude of differences between girls and boys tended to favor boys regarding the understandings which constituted the crux of the evaluation activities. This tends to suggest that perhaps girls lose interest, or find other things more interesting than government, law, politics, etc., at this age. It also might suggest that the focus or the emphasis of the program might be susceptible of adjustment with respect to the desired levels of understanding to which the girls might be expected to attain.

B. Regarding staff assessments: The American Values Program, as it has operated in Davis County, has been a very successful program in the opinion of a large percentage of all teachers who have used it as part of the curriculum for one or two years. Teachers who had not used the program but who served as "control" teachers likewise believe it has been successful, as do the

administrative personnel of the central school office. The estimation of success appears to vary directly as involvement varies. While most teachers believe it is a good program and that it should be perpetuated, some believe it needs to be altered in certain situations.

The greatest benefits of the experience center around the belief that it has enhanced students' knowledge considerably, provided actual experiences in government affairs of their own making, increased a desirable attitude toward the values we commonly cherish in America, and helped establish an added appreciation of our country.

Teachers have been forthright in their criticisms of the program. This kind of criticism is valuable to the district. One major criticism is an apparent loss of both student and teacher time taken by the program. Another is the possibility that officers who are elected by their friends at times appear to show arrogance towards some of their peers while showing favoritism to their friends.

With the successful experience the district has enjoyed it appears that most of the criticisms may be overcome, thereby providing added strength to the program.

It further appears that Davis County would do an injustice to the pupils of this and other school districts if the American Values Program were to be discontinued.

C. General: A final general conclusion which appears to be valid is that the American Values Program is a means that should be enjoyed to strengthen the traditional social studies program, in spite of the fact that some "spotty" and "local"

inconsistencies have shown up in the evaluation. The evidence of gains is not over overwhelming, but is sufficiently strong to warrant solid support for the continuation and even expansion of the American Values Program of activities.

An integral part of the conclusions of this evaluative effort is the recommendation that additional appraisals, parallel in nature to this one, be undertaken in order that the best benefits from the American Values Program may continue to be derived from it and that the program itself can be improved as it functions in future years.